SHELDON & CO'S

MODERN SCHOOL.

THIRD READER.

CURRICULUM

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SHELDON & CO'S

MODERN SCHOOL

Third Reader

SHELDON & COMPANY
New York & Chicago.

SUGGESTIONS TO TEACHERS

THE child, prepared to use the Third Reader, has passed into the second stage of the work of learning to read. He is able to find ideas in words, and consequently should be required to study and prepare a lesson in reading with comparatively little direct aid from the teacher.

The work which the pupil is expected to do in this preparation should be made very clear to him. It is not enough to say, "Study your lesson." He does not know what it is to study in the proper sense of the term.

Direct him, therefore, to learn—

(1.) ***To pronounce correctly*** all the words of the lesson;

(2.) ***To master the ideas***—that is, to learn what the words and sentences mean;

(3.) ***To study expression***—that is, to make the ideas clear to one who listens to his reading.

As a preliminary exercise, the words placed at the head of the lesson, and some other words selected by the teacher,

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should be written, not copied, by the class, with the diacritical marks, and with a division of the syllables. The words should then be pronounced and their meaning given by the pupils.

In some cases words have been repeated in different lessons for the purpose of fixing their spelling, pronunciation, and meaning more thoroughly.

Reading is an important part of the great study of language, but the highest advantage of the study is not secured without constant practice in composing and writing on the part of the child. The Writing Exercises are designed to aid in giving this practice.

A portion of these exercises consists of short selections to be committed to memory. The benefit to be derived from storing the mind with gems of truth and beauty is obvious to every teacher and parent. Copying is one of the most efficient means of fixing anything in the memory.

A few pages of selected words with proper markings and definitions, have been placed at the end of the Reader to afford children an opportunity of learning how *to use a Dictionary*, and also to aid them in learning the meaning of the more difficult words used in the lessons.

Binding Patented, May 15th, 1883. 2559053

SOME SPECIAL SUGGESTIONS.

Accentuation should be taught in connection with articulation and the study of words.

Emphasis is the utterance of words in such a manner as to call special attention to their meaning, or to the ideas which they express.

It is best taught to children by example and illustration.

Punctuation, as an art, can be learned only by practice. It should be taught in connection with copying and composing. Formal rules are of very little value to young pupils.

The following are the principal marks used:

1. **The Period** [.] (1st) at the end of sentences which assert, and

(2d) after abbreviations.

2. **The Interrogation** mark [?] at the end of questions.

3. **The Exclamation** mark [!] to show some strong feeling.

4. **The Colon [:], Semicolon [;], and Comma [,],** to separate parts of sentences, and to make the meaning clearer.

5. **Marks of Quotation [""],** to enclose the words of another.

6. **The Apostrophe ['],** (1st) to show that a letter or letters have been omitted, and

(2d) to show ownership.

7. **The Dash [—]** for various purposes.

8. **The Hyphen [-],** (1st) to separate the syllables of a word,

(2d) at the end of a line when a part of the word is on the next line,

(3d) between the parts of a compound word.

9. **Diacritical Marks.**

Macron	—	Suspended Bar	⊥
Breve	⌣	Wave	~
Circumflex	∧	Cedilla	¸
Dots	¨		

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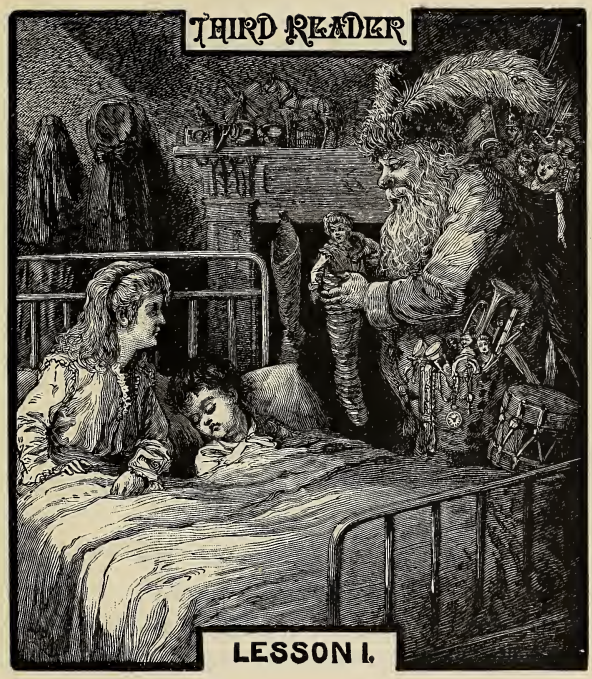


LESSON I.

Chrĭst'mas (krĭs'mas)	bus̲ y (bĭz y)	rīght (rīt)
mĭn'utes (mĭn'its)	e noŭgh' (e nŭf)	e̲ight (āt)
mĭd'dle (mĭd'dl)	ea̲n'dy	sle̲igh (slā)
stŏck'ings̲	ĕv'er y	plēas̲e

A CHRISTMAS STORY.

I.

1. It was nearly nine o'clock when Tommy and Rosy went to bed on Christmas Eve.

2. In the middle of the night Tommy awoke, and found Rosy sitting up in bed. She was looking at something, and Tommy wanted to know what it was.

3. So he turned over, and what should he see but Santa Claus himself! The dear old man was buttoned up to his chin in a coat of white fur, and was busy filling the stockings.

4. "There!" said Santa Claus, "I've forgotten Rosy's doll, and I shall have to go all the way back for it." "I wish you would take me with you," said Tommy boldly. "And me too, if you please, Mister Santa Claus," added Rosy.

5. "Halloo!" shouted Santa Claus, "are you awake, youngsters?"

"Yes, sir," answered Tommy, "and we want you to take us to ride in your sleigh."

6. "Well, well, well!" laughed the old man; "make haste, if you wish to ride. I've no time to lose."

Out of bed jumped the two children.

7. "Don't wait to dress," said Santa Claus. "I'll put one of you in each of my big pockets, and you'll be warm enough. Come on!"

So out on the roof they went.

8. There stood the sleigh and the eight tiny reindeer. Santa Claus got into the sleigh, and

drew the fur robes over him. Tommy and Rosy, just peeping out of his pockets, felt quite warm.

9. "Come, Dasher! on, Dancer! on, Comet!" said Santa Claus to his team. "Away we go."

And away they did go, right in the air, and through the falling snow-flakes.

10. Over the tops of the houses and trees, over the towns and cities, faster, faster, faster they went, till they came to Santa Claus's country.

11. Here everything was of snow—trees, streets, houses, all made of snow.

"Is that your house, Mister Santa Claus?" asked Rosy, as they passed a beautiful castle all built of ice.

12. "O, no, my dear!" said Santa Claus. "My house is made every bit of rock candy. Here we are now. Ho, Prancer and Cupid! stand still!"

WRITING EXERCISE I.

Words put together so as to *tell, command,* or *ask* something, are called Sentences.

Copy these sentences and put words which tell something in the blank places.

1. *Tommy and Rosy* ____ *to bed.*

2. *Tommy* ____ *in the middle of the night.*

3. *His house* ____ ____ *of rock candy.*

4. *The two children* ____ *out of bed.*

5. *They* ____ *over the tops of the houses and trees.*

Write the sentences again and make them *ask* something.

EXAMPLE.

Did Tommy and Rosy go to bed?

LESSON II.

pär'çel	brought	thĭrd
ex prĕss'	twĕlve	fōurth
boun'çing	trŭmp'et	fĭfth
bī'çy cle	work'er	sĭxth

A CHRISTMAS STORY.

II.

1. Santa Claus jumped out of the sleigh with Tommy and Rosy still in his pockets.

Sure enough, there stood Santa Claus's house, all made of white, yellow, and red rock candy, and lighted up from top to bottom with Christmas tapers.

2. "I'll take you right into my workshop," said Santa Claus, bouncing into a large room where hundreds of little men were at work.

3. They were tying up toys, books, and candies into thousands of parcels. These were to go, at twelve o'clock, by Santa Claus's express, to all parts of the world.

4. At the sight of so many lovely things, Tommy and Rosy both jumped out of Santa Claus's pockets.

"Oh!" screamed the workers, "where did these children come from?"

5. "I brought them in my pockets," said Santa Claus. "I forgot this little girl's doll. Hurry and find one, my men, for I must hasten away again."

6. The tallest of the little men went to find the gift. Others gathered about Rosy, who was too frightened to speak.

7. "Isn't she lovely?" said one, touching her long curls.

"Yes, indeed," added another; "she is prettier than the prettiest wax doll we ever made."

8. "She must be cold; let us give her one of our little seal-skin coats," said a third, helping Rosy into a warm fur coat.

9. "Let us put candy in the pockets," said a fourth, stuffing the pockets with sugar-plums.

"Let us give her a cap to match the coat," said a fifth, putting a beautiful cap over her yellow curls.

10. "Let us all kiss her," said a sixth.

But at this, Santa Claus popped Rosy back into his pocket. "No, no," said he, "you might change her into an elf like yourselves."

11. Tommy, who was never frightened at anything, had mounted a bicycle, and was flying up and down the hall.

12. The little men, forgetting their work, ran up and down after him, playing on trumpets, horns, fifes, and drums.

13. "Bless my heart!" cried Santa Claus. "I never heard such a din in my life. Come, you youngster, the doll is found, and I'm going to take you right back to bed."

14. Tommy declared he would not go unless he could ride on the bicycle.

"You never can do that," said Rosy. "I can," said Tommy; "I know I can."

15. "I'll go with you," said one of the little men. "I can ride in the air like Santa Claus."

Away they went! Rosy and Santa Claus in the sleigh; Tommy and the little man on the bicycle.

16. Tommy shouted in high glee. Suddenly the wicked little man pinched Tommy's ear very hard.

He screamed and pushed the elf off from the bicycle. The little fellow jumped upon the back of one of the reindeer and rode on.

17. Tommy was no longer able to ride through the air on the snow-flakes. He began to fall down, down, down! O, how frightened he was! Down, down, down he went.

18. Finally the bicycle turned over two or three times, and down Tommy fell, head first, into—his bed.

19. He only dreamed this story, and when he opened his eyes he found himself all safe. Rosy was asleep beside him.

20. The stockings were twice as big as when

first hung up, and in the middle of the room stood a fine new bicycle.

It was Christmas morning.

WRITING EXERCISE II

Copy and learn—

"Politeness is to do and say
The kindest things in the kindest way."

LESSON III.

bĭrd'ie	wĭngs	sleep
lŏng'er	flȳ	peep
strŏng'er	flīes	nĕst

LITTLE BIRDIE.

1. What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

2. "Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.

3. What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."

4. "Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer,
Baby, too, shall fly away."

WRITING EXERCISE III.

Copy and make sentences which *ask* something.

1. What does little birdie ____?
2. Mother, may I ____ away?
3. Will she ____ a little longer?
4. Will her limbs ____ stronger?
5. Will the baby ____ away?

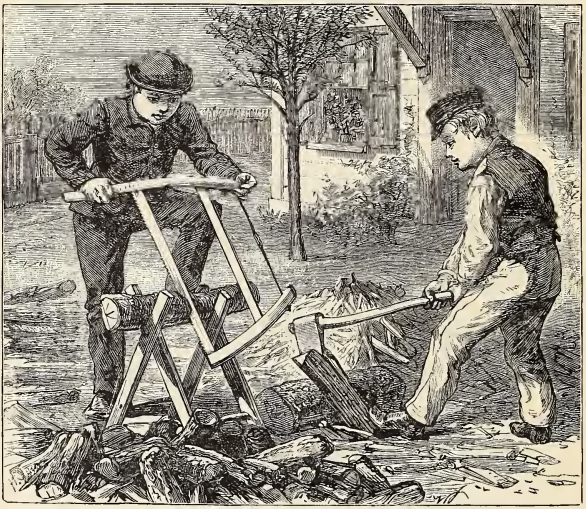
Write the sentences again and make them *tell* something.

EXAMPLE.

1. Little birdie says, "Let me fly."

LESSON IV.

ad mīre′	he rō′i-e	guĕss
be liēve′	hĕr′o iṣm	splĭt
neg lĕ-et′	hē′roeṣ	stĭcks
ăp′pe tīte	hēa′ṫhen	mīght (mīt)



LONGING TO BE A HERO.

1. "O, dear!" said Willy Grey, as he sat down upon the saw-horse and looked at the wood which his mother wished him to split up for the stove, "I do wish I could do something for the world.

2. "How glad I should be to do some great

action that every one could admire, and that should make the country and the whole world better and happier. I wish I could be a hero like Washington; but I can not do anything, nor be anybody."

3. "Why do you want to be a hero?" said his cousin, John Maynard, who, coming along just then, overheard what he was saying.

4. "O," said Willy, "every one admires a hero, and talks about him, and praises him after he is dead."

5. "That is the idea, is it?" said John. "You wish to be heroic for the sake of being talked about."

Willy did not exactly like this way of putting the matter.

6. "Not merely that," said he, "but I want to do good to people, to convert the heathen, or save a sinking ship, or save the country, or some such thing."

7. "That sounds better," said John; "but believe me, Willy, the greatest heroes have been men who have thought the least about themselves, and the most about their work.

8. "And, so far as I can recollect, the greatest ones have always begun by doing the nearest duty, however small."

9. Here John took up the ax and began to split the wood.

Willy jumped off the saw-horse and began to pick up the sticks. He did not speak a word, but he thought the more.

10. "I have wasted much of my time in thinking what great things I might do, if I only had a chance," he thought.

11. "I have neglected ever so many things which I could do, and I have made a deal of trouble for mother. I guess I will begin my heroism by fighting my own laziness."

12. Perhaps some other boys might become heroes in the same manner.

Many people would be heroes if they could choose their own battles, and fight in their own fashion.

13. It is not quite so agreeable to be heroic in trying to conquer appetites and selfishness, and in doing little every-day duties.

WRITING EXERCISE IV.

Copy and learn—

Keep to the right, whatever you do,
And claim but your own on the way;
Keep to the right, and stick to the true,
From morn till the close of the day.

LESSON V.

sue çeed′	re ward′	pā′tience (pā′shens)
pre vāil′	ĕn′quer (kŏnk′er)	coŭr′age

TRY AGAIN.

1. 'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Let your courage then appear,
For if you will persevere,
You will conquer, never fear,
Try, try again.

2. Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should we do in that case?
Try, try again.

3. If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;

All that other folks can do,
Why with patience may not you?
Only keep this rule in view,
Try, try again.

WRITING EXERCISE V.

Copy and put in words to make these sentences *command* something:

1. *If you do not succeed at first,* ____ *again.*
2. *Let your courage then* ____.
3. *Only* ____ *this rule in view.*

Write three sentences which *ask* something about the lesson.

LESSON VI.

găr'ret	crŭmbş (krŭmş)	dōugh'nut (dō)
dāin'tieş	queen	vĭct'ualş (vĭt'lz)
wo͝od'en	cătch	gnąwed (nąwd)
ūse'fụl	cąught (kąwt)	spīed

A STORY BY MRS. MOUSE.

1. My home is under the floor of the garret in the old wooden house. I live with Mr. Mouse and

my five children in a snug corner behind a big beam.

2. We do not stay under the floor among the dusty beams and boards all the time. Every night when the house is still we travel about and enjoy ourselves.

3. There are plenty of holes in the floor where we get through, and we find a great deal in the garret that is useful to us. We can get all the paper and rags we need to make beds, and we can get things to eat too.

4. When the weather is bad, the boys and girls come up into the garret to play. They bring bread and butter and doughnuts with them, and leave crumbs for us to pick up. We like boys and girls, because they are always eating and leaving crumbs.

5. Sometimes we find our way into other rooms besides the garret, for the house is quite old and full of wide cracks. Last spring I got into the closet where Madam Wood keeps her victuals.

6. Then I fared like a queen for a whole month, and kept Mr. Mouse and the children supplied with the very best dainties.

O, what nice bits of cheese I found, and frosted cake, and mince-pie!

7. After a while Madam Wood took down a

pie from one of the upper shelves, and saw that it was badly gnawed. She knew that I had done it, and she set a trap to catch me that very night.

8. But I did not mind the trap at all. I knew it would be foolish to try to get a scrap of cheese out of that box. I could find something else, and so I kept on going about just the same as before.

9. I told Mr. Mouse of the trap, and he charged me never to go near it. He said it would be dreadful if anything should happen to me, and he should be left with five young children on his hands.

10. Madam Wood concluded that I was too wise to be caught in her trap, and she looked and looked all around the closet to find the place where I got in.

11. At last she spied the little hole by the highest shelf, and she set to work to stop it up so that I could not get in again. She filled it full of broken bits of glass, and then fastened a piece of tin over it. She nailed the tin down very tight. I knew just what she did, because I was listening the whole time.

12. I am afraid it will be a good while before I shall have another such chance to feast on nice

things. But I shall keep looking all about, and smelling at the cracks. Perhaps I may have just as good luck again one of these days.

WRITING EXERCISE VI.

Copy and learn—

Little children, love each other,
Never give another pain;
If your brother speak in anger,
Answer not in wrath again.

LESSON VII.

chĭck'a dee'	rĭp'ple	whĭrls
wrăpped (răpt)	cheer'y	blåst
văl'ley	tī'ny	bough (bou)

CHICKADEE.

1. All the earth is wrapped in snow,
Over the hills the cold winds blow,
Through the valley down below
Whirls the blast.
All the mountain brooks are still,
Not a ripple from the hill,
For each tiny, murmuring rill
Is frozen fast.

2. Come with me
To the tree
Where the apples used to hang!
Follow me
To the tree
Where the birds of summer sang!
There's a happy fellow there,
For the cold he does not care,
And he always calls to me,
"Chickadee, chickadee!"

3. He's a merry little fellow,
Neither red nor blue nor yellow,
For he wears a winter over-coat of grey;
And his cheery little voice
Makes my happy heart rejoice,
While he calls the live-long day,
Calls to me,
"Chickadee!"

4. From the leafless apple-tree,
"Chickadee, chickadee!"
Then he hops from bough to twig,
Tapping on each tiny sprig,
Calling happily to me,
"Chickadee!"

5. He's a merry little fellow,
Neither red nor blue nor yellow,
He's the cheery bird of winter,
"Chickadee!"

WRITING EXERCISE VII.

Write five sentences similar to this one:

How the cold winds blow!

Write five which *tell* something about the chickadee.

LESSON VIII.

lôve'li est	splăsh'ing	prey (prā)
åsked (åskt)	grāt'ing	dīve
hăp'pi ly	be wâre'	frīght (frīt)
through	plĕas'ure	ēlēar

THE THREE GOLD FISHES.

1. Three of the loveliest little gold fishes in the world once belonged to a kind-hearted man, who placed them in a beautiful clear pond.

2. The man came often to the banks of the pond, and scattered crumbs of bread on the water, and seemed delighted to see the fishes eat and enjoy themselves.

3. But he used frequently to say to them, "Little fishes, little fishes, if you wish to live always as happily as you do now, you must beware of two things.

4. "You must never go through the grating into the big pond beyond, and you must never swim on the top of the water unless I am here to take care of you."

5. The little fishes, however, did not understand what he said.

Then the man thought, "I suppose I must try another way to make them understand what I mean."

6. So he placed himself at the grating, and whenever one of them came up and tried to swim through, he made such a splashing with a stick in the water that they swam away in a great fright.

7. He did the same thing when they came to the top of the water, so that they dived again directly.

At last he thought, "Now I must have made them understand"; and he went home.

8. Then the three little fishes met and shook their heads; but they could not make out why they might not go through the grating, nor swim on the surface of the pond.

9. "He walks about up above, and why must we stay down here?" said one.

"And why," asked the second, "should we be shut in? How can it hurt us just to swim into the large pond?"

10. "He is very unkind," said the other; "and I shall take a little trip into the other pond now at once."

"And I," cried the first, "will go and play on the top of the water."

11. The third little gold fish was wise enough to think—"The good man must have a reason for forbidding us these two pleasures. I am sure he loves us, and likes to have us enjoy ourselves.

12. "If he does not, why does he come so often, and take such delight in bringing us food, and in seeing us eat it? I will do as he wishes, although I can not at all see why he should wish it."

13. So this fish stayed down at the bottom of the pond, while the others did as they said they would.

One swam through the grating into the big pond; the other played about in the sunshine on the top of the water.

14. They both laughed at their little brother for denying himself so much pleasure.

But what happened? The one had not been in the large pond very long before a big pike saw him, rushed at him, and killed him.

15. The other, as he was playing about in the warm sun, was pounced upon and eaten by a bird of prey. Only the obedient little fish was left alive.

WRITING EXERCISE VIII.

Copy and learn—

Whatsoever ye would that others should do to you, do ye even so to them.

LESSON IX.

per fôrm′	ex pē-et′	drĭfts
prŏg′ress	mȧs′ter	bȧn̲k
tĕm′per	shȯv′el	dȯne (dŭn)

THAT'S HOW.

1. One night, in the winter, the snow fell very fast, and the wind piled it up in large drifts, or heaps, so that it lay quite deep on the ground.

2. When Abel got up in the morning, he found a large drift of snow between his father's house and the well.

3. He went to work to make a path through the snow-bank; but he had only a little shovel with which to do it.

4. "How do you expect to get through that great drift of snow with that small shovel?" asked his father.

"By keeping at it," said Abel. "That's how!" And he did keep at it till it was done.

5. Abel was right. He not only made a path through the snow-bank, but he will make his way through the world, if he keeps on in the same manner.

6. Have you a hard lesson to learn? Do not spend your time in fretting, and say, "I never can learn it!" Go about it, and keep at it.

That is the only way to master it.

7. Have you a bad temper, or a bad habit, which you wish to cure? It can not be done by being sorry, and crying over it. You must fight it all the time till you are rid of it.

8. You may be asked to do something which seems, at first, quite hard, and you may make very slow progress; but by "keeping at it," you will be sure, in time, to perform it.

9. Abel was a very small boy, and had a very small shovel, but by "keeping at it," he made a good path through a great bank of snow. That is the only way to do anything.

WRITING EXERCISE IX.

Words which are names are called *nouns*.

Copy and put name words [nouns] in these sentences:

1. The ____ fell very fast.
2. The ____ piled the ____ up in ____.
3. ____ was a very small ____. and he had a very small ____.
4. The snow lay deep on the ____.
5. Abel made a ____ through the ____ ____.

Write the sentences again and make them *ask* something.

LESSON X.

hĕav'en (hĕv'n)	watch'fụl	deign (dān)
grā'cioŭs (grā'shus)	pro tĕct'	sçĕnt
prāy'er (prâr)	beaū'ty (bū'tў)	dew
plū'mäġe	se cūre'	guärd (gärd)

AN EVENING PRAYER.

1. Before I close my eyes in sleep,
   Lord, hear my evening prayer,
   And deign a helpless child to keep
   With Thy protecting care.

2. Thy goodness gives each simple flower
   Its scent and beauty too.
   And feeds it, in night's darkest hour,
   With heaven's refreshing dew.

3. The little birds that sing all day
   In many a leafy wood,
   By Thee are clothed with plumage gay,
   By Thee supplied with food.

4. And when at night they cease to sing,
   By Thee protected still,
   Their young ones sleep beneath their wing
   Secure from every ill.

5. Thus may'st Thou guard, with gracious arm,
The bed whereon I lie,
And keep a child from every harm
By Thy all-watchful eye.

WRITING EXERCISE X.

Words which *tell*, or *ask*, or *command* are called *verbs*.

Copy and put verbs in these sentences:

1. *I ____ my eyes in sleep.*
2. *The little birds ____ all day long.*
3. *The young birds ____ beneath their wing.*
4. *At night the birds ____ to ____.*
5. *Goodness ____ beauty to flowers.*

Write the sentences again and make questions.

LESSON XI.

neigh'bor (nā'bŭr)	rĭp'ple (rĭp'pl)	rĭv'er
wīnd'ing	hŭr'ry	sprĭng
twĭst'ing	sŏr'ry	thĭrst'y
tûrn'ing	dāi'sy	mū'sic

THE TWO BROOKS.

1. "Well, good-by," said the brook to the spring; "I am in a great hurry to get to the river. It is a beautiful morning, and I shall run straight down the mountain. I have no time to go twisting and turning about like my sister over there."

2. "The shortest way is not always the best," replied the spring. "If you take a straight line through everything, you will miss a great many pleasant places."

3. "Never mind; I want to get to the river. If I reach it safely and quickly, it does not matter what I miss."

4. "Yes, it does. You'll fall into the river without a blessing, and not a flower on the mountain will be sorry when you're gone."

The brook only laughed, and rippled away in the sunshine.

5. "Come and bathe my roots," called a daisy,

as he ran past her like a thread of silver shining in the grass.

6. "What! lose a precious minute, and make a curve in my course for the sake of a little flower like you? Nonsense!" cried the brook; "wait till the dew comes down to-night."

7. So the poor daisy grew weaker and weaker, and when the dew came she was dead.

"Cool my leaves for me," said a young birch-tree. "I've been standing here in the sun for a long time."

8. "I cannot possibly take all that jump over those great rocks," replied the selfish brook. "There is my sister not far off; ask her to come round your way."

9. But the sister brook had other leaves to cool, and she could not help all the thirsty trees.

Quickly down the mountain went the brook, only caring for his own will and pleasure, and the flowers and leaves called to him in vain.

10. "I must get to the river," he said, "and I really have not any time to waste over my neighbors."

His sister did what she could, and her course was very winding; for whenever a flower spoke to her she turned aside to listen.

11. The grateful blossoms gathered dewdrops

for her, and showered them over her as she passed by. The trees bent down to shade her from the sun when she came near to bathe their roots, and cool their hot leaves.

12. At last she flowed so quietly down into the river that her brother never knew she was there until the river called her by her name. "What have you done since you left the spring?" he asked.

13. The little brook answered that she was sorry she had been so long on the way, but that there were many thirsty flowers, and she could not bear to hear them crying.

14. Then a sound came floating through the air like the very sweetest music, and the river said: "Listen! The voices of the flowers are singing your praises, little brook, because you waited and flowed slowly for their sakes."

WRITING EXERCISE XI.

Copy and learn—

One gentle word that we may speak,
Or one kind, loving deed,
May, though a trifle poor and weak,
Prove like a tiny seed,
Which dropped in earth at once takes root,
Springs up, and bears rich fruit.

LESSON XII.

tĕn'der	mĭs'chief	swĭft
hŭnt'er	chāse	whīne

LITTLE FOXES.

1. Among my tender vines I spy,
   A little fox named—By-and-by.

2. Then set upon him, quick I say,
   The swift young hunter—Right-away.

3. Around each tender vine I plant,
   I find the little fox—I-can't.

4. Then, fast as ever hunter ran,
   Chase him with bold and brave—I-can !

5. No-use-in-trying—lags and whines
   This fox, among my tender vines.

6. Then drive him low and drive him high,
   With his young hunter named—I'll-try !

7. Among the vines in my small lot,
   Creeps in the young fox—I-forgot.

8. Then hunt him out and to his den
   With—I-will-not-forget-again !

9. The little fox that, hidden there
Among my vines is—I-don't-care.

10. Then—let I'm sorry—hunter true—
Chase him afar from vines and you.

11. What mischief-making foxes yet!
Among our vines they often get.

12. But, now their hunters' names you know,
Just drive them out, and keep them so.

WRITING EXERCISE XII.

Write these sentences and change the words printed in *italics* so that the *nouns* shall mean more than one:

1. The *fox runs* very fast.
2. The *man hunts* the *fox* with *his* dog.
3. The *brook runs* through the *field*.
4. "Cool my *leaf* for me," said the birch-tree.
5. So the poor *daisy grows* weaker.

LESSON XIII.

eon tĕnt'ed	dĭn'ner	dīme
hŏl'i dāy	ĕr'rand	fiēld
tûr'nips	troŭb'le (trŭb'l)	hēard (hērd)
hŭn̲'gry	brī'dle	brōke

A CONTENTED BOY.

One morning in summer, Mr. Lenox was riding on horseback into the country. He got off from his horse to look at something on the roadside.

The horse broke away from him, and ran off. Mr. Lenox ran after the horse a short distance.

A small boy, who was at work in a field near by, heard the horse running, sprang quickly to the middle of the road, and caught the horse

by the bridle, holding him till Mr. Lenox came up.

Mr. L.—Thank you, my boy. You have caught my horse very nicely. What shall I give you for your trouble?

Boy.—I want nothing, sir.

Mr. L.—Do you want nothing? Very few men can say as much. What were you doing here in the field?

Boy.—I was pulling up weeds, and tending the sheep that are feeding on the turnips.

Mr. L.—Do you like this work?

Boy.—Yes, sir, very well in this fine weather.

Mr. L.—Would you not rather play?

Boy.—This is not hard work; it is almost as good as play.

Mr. L.—Who set you at work?

Boy.—My father, sir.

Mr. L.—What is your name?

Boy.—Peter Hardy, sir.

Mr. L.—How old are you?

Boy.—I shall be ten next Christmas.

Mr. L.—How long have you been here in the field?

Boy.—Ever since six o'clock this morning, sir.

Mr. L.—Are you not hungry?

Boy.—Yes, sir, and I shall go to dinner soon.

Mr. L.—If you had a dime, what would you do with it?

Boy.—I don't know, sir. I never had so much money.

Mr. L.—Have you any playthings?

Boy.—Playthings! what are they?

Mr. L.—Such things as tops, marbles, balls, and wooden horses.

Boy.—Tom and I play at foot-ball in winter, and I have a jumping-rope, and I had a hoop, but it is broken.

Mr. L.—Do you want nothing else?

Boy.—I have hardly time to play with these. I have to drive the cows, and to run of errands, and to ride the horses to the fields, and that is nearly as good as play.

Mr. L.—You could buy apples, cakes, and candy, if you had money.

Boy.—I can get apples at home, and, as for cakes and candy, I do not care for them. My mother makes me a pie, now and then.

Mr. L.—Would you not like a knife to cut sticks?

Boy.—I have one. Here it is. Brother Tom gave it to me.

Mr. L.—Your shoes are full of holes. Don't you want a new pair?

Boy.—I have a better pair for Sundays and holidays.

Mr. L.—These let in the water.

Boy.—O, I do not care for that.

Mr. L.—Your coat is old and torn.

Boy.—I have a better one at home, sir.

Mr. L.—What do you do when it rains?

Boy.—If it rains very hard, I go under a tree.

Mr. L.—What do you do, if you are hungry before it is time to go home?

Boy.—I sometimes eat a raw turnip.

Mr. L.—But if there is none?

Boy.—Then I do as well as I can without. I work on, and never think of it.

Mr. L.—Were you ever at school?

Boy.—I have been a little, sir, and father means to send me again next winter.

Mr. L.—You will want books then.

Boy.—Yes, sir; every boy has a Reader, a Spelling-book, and a slate and pencil.

Mr. L.—Then I will give them to you. Tell your father so, and say that it is because you are a good and contented boy.

Boy.—I will, sir. Thank you.

Mr. L.—Good by, Peter.

Boy.—Good morning, sir.

WRITING EXERCISE XIII.

Copy and learn—

Trip lightly over trouble,
  Trip lightly over wrong;
We only make them double
  By dwelling on them long.

Trip lightly over sorrow,
  Though this day may be dark,
The sun will shine to-morrow,
  And gayly sing the lark.

LESSON XIV.

mĕad′ōw	bŭd′ding	trŭn̲ks
dăn̲′gling	ġē′ni al	brĭng
ĕōast′ing	âired	flŭr′ry
skāt′ing	vĕxed	bough (bou)

GOOD-BY, WINTER!

1. The meadow-brooks are full, and busy
  Getting Winter off to sea;
His trunks of ice, all packed and ready,
  Are standing under every tree.

2. His overcoats, well aired and shaken,
  Are dangling from each dripping bough;
For he has stayed till overtaken,
  And Spring is right upon him now!

3. Yes, hurry up, old Winter, hurry!
Sometime, we hope, you'll come again;
But here is Spring, in such a flurry,
Keeping back her stores of rain!

4. Yes, good-by, good-by, old fellow!
With your coasting, skating, fun;
Bring some more by next December,
When the Summer days are done.

5. What's the matter, pretty Spring-time?
Always weeping? Some would say
You are vexed, because old Winter
Always lingers in your way

6. Well, he's off! The brooks have started!
Now the birds can come and sing,
So welcome to the happy-hearted,
Laughing, budding, genial Spring.

WRITING EXERCISE XIV.

Copy and change the words in *italics* so that they shall mean *past time.*

1. The meadow-brooks *are* full.
2. His trunks *are* packed and ready.
3. I *go* to school in pleasant weather.
4. The boy *runs* with all his might.
5. John *comes* to school with his books.

Change the sentences to questions.

LESSON XV.

rēap′er	e͟ŏuṣ′in (kŭz′n)	lärk
ōwn′er	ŭn̲′ele (ŭn̲k′l)	brōōd
gă͟th′er	kĭnṣ′men	chĭrp
strĭ͟et′est	sĭck′le (sĭk′l)	nĕst′le (nĕs′l)

DO YOUR OWN WORK.

1. An old lark had a nest of young ones in a field of grain.

When the grain was almost ripe, she was afraid the reapers would come before her brood were able to fly.

2. One morning, as she was going to get something to feed them with, she said, "My dear children, be sure that you take the strictest notice of every word you hear in my absence, and do not fail to tell me as soon as I come home."

3. Some time after she was gone, the owner of the field and his son came in.

"Well, George," said he, "I think this grain is ripe enough to be gathered. To-morrow morning, as soon as you can see, go and ask our friends and neighbors to come and help us. Tell them we will do as much for them, the first time they want us."

4. When the old lark came back to her nest, the

young ones began to nestle and chirp about her, begging her to remove them as soon as she could.

5. "Hush!" said she; "hold your silly tongues. If the farmer depends on his friends and neighbors, you may take my word for it that his grain will not be reaped to-morrow." The next morning, therefore, she went out again, and left the same orders as before.

6. The owner of the field came, soon after, to wait for his friends and neighbors: but the sun grew hot, and not a single man came to help him.

7. "Why, then," said he to his son, "I'll tell you what, my boy: you see, those friends and neighbors of ours have forgot us. You must run to your uncles and cousins, and tell them that I shall expect them to-morrow, early, to help us reap the grain."

8. Well, this also the young ones told their mother, as soon as she came home, and in a sad fright they were.

9. "Never mind it, children," said the mother-bird. "If that is all, you may take my word for it that his kinsmen will not be so forward to assist him as he thinks. But mark," said she, "what you hear the next time, and let me know without fail."

10. The old lark went abroad the next day, as before. Soon the owner of the field came; and, when he found that his kinsmen were as backward as his neighbors, "Why, then," said he to his son, "since your uncles and cousins so neglect us, we will get a couple of good sickles, and to-morrow morning we will reap the field ourselves."

11. When the young ones told their mother this, "Now, my little dears," said she, "we must be gone, indeed; for, when a man resolves to do his own work himself, you may then depend upon it that it will be done."

WRITING EXERCISE XV.

Copy and learn—

Blessed are the peacemakers; for they shall be called the children of God.

Blessed are the merciful; for they shall obtain mercy.

LESSON XVI.

crēat'ūres	glōw'ing	ō'pens
a̤l mīght'y	plĕas'ant	frṳits

ALL THINGS BEAUTIFUL.

1. All things bright and beautiful,
   All creatures great and small,
   All things wise and wonderful,
   The Lord God made them all.

2. Each little flower that opens,
   Each little bird that sings,
   He made their glowing colors,
   He made their tiny wings.

3. The tall trees in the greenwood,
   The pleasant summer sun,
   The ripe fruits in the garden,
   He made them every one.

4. He gave us eyes to see them,
   And lips that we might tell
   How great is God Almighty,
   Who hath made all things well.

WRITING EXERCISE XVI.

Write these sentences and change the words in *italics* for other words which mean *future time:*

1. All things *are* bright and beautiful.
2. The little birds *sing* in the groves.
3. The tall trees *grow* in the wood.
4. He *gives* us eyes to see them.
5. The flowers *open* in the sun.

Write the sentences again and put in words which mean *past time.*

LESSON XVII.

frĕt'fụl	straw'ber rieṣ	scowl
pĭnch'ing	po tā'tōeṣ	queer
pụll'ing	brĕak'fast	trī'alṣ
ell'măx	sŭp'per	pī ăz'zà

FRETFUL ELLEN.

I.

1. Ellen had very bright eyes, rosy cheeks, and a laughing mouth. I am sorry to add that she was often called "Fretful Ellen."

2. This little girl had very many hard trials. If she went out for a walk, it was too warm, or the wind was too cold, or something was wrong.

3. The potatoes were too hot for breakfast, and

her mother would not allow her to drink coffee.

4. She was frequently in trouble at school, and complained that some one was pinching her, or pulling her hair, or tearing her books.

5. Her worst trial was her brother Tom, who had a little red book in which he wrote something every time she cried or whined.

6. One day Tom wrote in his book twenty-seven times, and read all he had written, aloud at the table, at tea.

7. You can see that she had a very trying life, and things seemed to grow worse and worse.

One warm day in summer the climax was reached, when she found there were no strawberries for supper.

8. She fretted and whined so much that she was sent away from the table to stay alone in her own room.

Ellen sat down by the window where she could look into the pleasant little yard.

9. She saw some robins flying about the maple trees, and the cat under the shade of the bushes. They all appeared happy and contented, and she began to wonder why she should be so miserable.

10. All at once everything in the yard changed in the strangest manner. The queerest-looking old man, with his face puckered up into a fearful scowl, came walking toward her on the roof of the piazza.

11. When he spoke, his voice was crosser than the crossest child's you ever heard.

"How do you like my country?" said the queer old man.

12. "I don't know," said Ellen; "what country is it? and where am I?" "You are in the Fretful Land," said the scowling man.

"You will see here only cross and discontented people and things.

13. "Those tulips over there in the corner, with their heads down in the dust, did not like to bloom so early. So we brought them into this land, where nothing blooms.

14. "That rough-looking robin, with his head under his wing, would not sing, because his song was not so sweet as a canary's. So he had to come here, where nothing sings."

LESSON XVIII.

dĭf'fer ençe	dis tûrb'	ẽrăsh
grăd'ū al ly	hŏr'ror	quĭck
drĕad'fụl	mĭr'ror	noiṣe

FRETFUL ELLEN.

II.

1. "What is the matter with that tree?" asked Ellen.

"That," said the man, "is a maple tree, which fretted because it could not bear acorns like an oak."

2. "What does ail that cat?" said Ellen. "It does nothing but stand there and growl. She

looks as if the fur had been rubbed the wrong way."

"All cats look so in the Fretful Land," said the queer man.

3. "Would you like to see how little girls look here?" said he.

Quick as a wink he drew a small mirror out of his pocket, and held it up before her.

4. Ellen saw her own face so twisted up in an ugly frown that it looked just like the queer man's face. Try as hard as she was able, she could not make it straight.

5. "Oh!" she cried, "will it always look so?"

"Of course it will," said the man; "you are in the Fretful Land now."

6. "Oh! oh!" cried Ellen; "I don't want to stay here."

"That makes no difference," said the cross voice; "it is the only place for you."

7. Ellen started up in horror, thinking she would run away from this dreadful country.

As she did so, there was a great crash which made her open her eyes.

8. She found that the cross man was gone, and she was in her own room, with her chair tipped over at her feet.

It was dark, and the moon was shining in at the window.

9. Before she could find out what had happened, her mother came running into the room, exclaiming, "What a noise! You must have fallen out of your chair.

10. "You have been sleeping so soundly that I did not like to disturb you."

"I tried to get away from the Fretful Land, and my chair tipped over," said Ellen, still rubbing her eyes.

11. "You have been dreaming," said her mother; "now you must get into bed for a nice, long sleep."

12. "Good-night, mother," said Ellen, wondering if her face looked as cross as it did in the queer man's mirror.

13. The next day Ellen was very quiet, and Tom wrote in his red book only three times. Gradually she left off fretting.

14. She never talked about the Fretful Land, but she thought about it very often, and sometimes looked in the glass to see whether her face was twisted as it looked in her dream.

WRITING EXERCISE XVII.

Write five sentences which *tell* something about Ellen, and five which *ask* something.

LESSON XIX.

vī′o lĕt	hu mĭl′i ty	view (vū)
mŏd′est	ar rāyed′	grew (grų)
per fūme′	dif fūse′	stạlk (stawk)

THE VIOLET.

1. Down in a green and shady bed
   A modest violet grew;
   Its stalk was bent, it hung its head,
   As if to hide from view.

2. And yet it was a lovely flower,
   Its colors bright and fair!
   It might have graced a rosy bower,
   Instead of hiding there.

3. Yet there it was content to bloom,
   In modest tints arrayed;
   And there diffused its sweet perfume,
   Within the silent shade.

4. Then let me to the valley go,
   This pretty flower to see,
   That I may also learn to grow
   In sweet humility.

WRITING EXERCISE XVIII.

Words which are joined to nouns to tell *how many* or *what kind* are called *adjectives.*

Copy these sentences and put adjectives in the blank places:

1. *A ____ violet grew in a ____ bed.*
2. *It was a ____ flower with ____ colors.*
3. *The violet had a ____ perfume.*
4. *We all love and enjoy ____ flowers.*
5. *Ellen was a very ____ girl.*
6. *Violets have ____ tints.*
7. *Let us grow in ____ humility.*

Change the sentences to questions.

LESSON XX.

ċăm'el	A rā'bĭ ạ	kneel (neel)
stȯm'a-ċh (stŭm'ak)	Asia (ā'shĭ ạ)	hẽrbṣ (ērbṣ)
ċụsh'ion (ko͝osh'un)	Egypt (e'jipt)	shrŭbṣ
ċăr'a văn	Persia (per'shĭ ạ)	rough (rŭf)
quạn'ti ty (kwŏn'tĭ tў)	dĕṣ'ert	hŭmps

THE CAMEL.

1. The camel is larger than the horse, and is a very strange looking animal. He is so tall that he is taught to kneel down to have his load put on and taken off, and for persons who wish to ride to get upon his back.

2. When he rises he lifts his hind feet first, and a man who is not used to sitting and riding upon a camel, is very likely to be thrown forward over the animal's head, and to be badly hurt by falling upon the ground.

3. One kind of camel has two humps on the back, and another kind has only one. These humps are composed mostly of fat; and when camels are obliged to go a long time with only a very little food, the humps become smaller and smaller until they almost disappear.

4. The camel's stomach is made so that it will hold a large quantity of water. He can carry

water enough in this way to last four or five days; and sometimes he goes nine or ten days without drinking.

5. He can live for many days without food; and he eats coarse herbs, thorny shrubs, and the leaves and branches of trees. He will also eat beans, dates, and barley cakes, when he can get them.

6. The feet of the camel are large and broad, and on the bottoms of them are thick pads, or cushions. These pads are covered with a skin so hard that the hot sands of the desert do not injure them.

7. The camel walks with so little noise that you would not hear his footsteps, even if he were going along close beside you on rough and rocky ground.

8. The eyes of the camel are protected from the light and glare of the sun by large, overhanging brows, and by very long eyelashes; and he can close his nostrils so as to keep out the fine sand which is raised by a very slight wind in the desert.

9. The home of the camel is in Africa and Asia; and he is of great value to the people in those countries for carrying heavy loads across the wide, sandy plains which are found there.

10. Camels are usually good-natured, gentle, and patient. For thousands of years they have been used in Egypt, Arabia, Persia, and other Eastern countries.

In ancient times, merchants often traveled in large companies with many camels loaded with goods.

11. These companies of men and camels are called caravans. Sometimes the camels of a caravan travel one after another in single file; at other times they go side by side, making a line of more than a mile in extent.

12. Like many other animals, camels are said to be fond of music; and when they have become very tired their drivers sing lively, cheering songs.

13. The caravans are often led and guided by the sound of a bell; and when the music of the bell stops all the camels stop, and when the music begins again they all move forward.

WRITING EXERCISE XIX.

Copy and learn—

Let the road be long and dreary,
And its ending out of sight;
Foot it bravely—strong or weary,
Trust in God and do the right.

LESSON XXI.

blăck′smĭth	blĭs′ter	screw (skrụ)
mĕd′dling	hăm′mer	vīçe
eū′ri oŭs	fĭn̲′g̲er (fĭng′gur)	fīle
eā′per ing	ūs̲′ū al (yụ′zhụ al)	ī′ron (ī′urn)

MEDDLING.

1. There was a blacksmith's shop in a country village, which the boys liked to visit.

One of the boys was named Jack.

2. Jack was always taking up the tools and playing with them. He would take any piece of iron that might be lying on the bench, screw it into the vice, and go to filing it.

3. This was doing mischief, for it often spoils a file to have a boy use it, who does not know how to use it properly.

The blacksmith, at last, determined to teach this boy a good lesson.

4. So he picked out a curiously shaped piece of old iron, which lay in one corner of his shop, and put it into the edge of his fire among the hot ashes. Then he went on with his work, keeping an eye on the road to see when Jack was coming.

5. Pretty soon the blacksmith saw him. He then took out the piece of iron, which had become quite hot, but not red hot, and laid it on the bench near the vice.

6. Jack came in, and began to look around as usual. By and by he came to the bench and saw the curious piece of old iron.

"Ah!" he said; "what is this?" and he took hold of it and lifted it up.

7. He let it drop quicker than he took it up, and went capering about the shop, blowing on his fingers, and crying out, "Oo-oo-oo,"

It was a long while before he could stand still, and every minute or two he would cry, "Oo-oo-oo."

8. The blacksmith, who was blowing his bellows to heat a piece of iron which he was going to hammer, asked Jack what was the matter.

"Why," said Jack, "that iron is hot, and it has blistered all my fingers. Oo-oo! Oh dear me! Oo-oo!"

9. "Hot, was it?" said the blacksmith. "That is very strange. I should not suppose it would have become hot enough to blister your fingers, just lying there in the sun."

10. Jack went off from the shop in a great rage, for he knew very well that the iron was not heated by lying in the sun.

It was a good lesson for him, and he learned better than to be always meddling.

WRITING EXERCISE XX.

Copy and learn—

Tiny threads make up the web,
  Little acts make up life's span.
Would you ever happy be?
  Spin them rightly while you can:
When the thread is broken quite,
Too late then to spin aright.

LESSON XXII.

thăn̲ks′g̈iv ing	hu̲r räh′	hound
grănd′fä ŧher	drĭft′ed	ground
grănd′moŧh er	hŭnt′ing	thro̲ugh (thro͞o)

THANKSGIVING DAY.

1. Over the river and through the wood,
   To grandfather's house we go;
   The horse knows the way
   To carry the sleigh
   Through the white and drifted snow.

2. Over the river and through the wood,
O, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

3. Over the river and through the wood,
To have a first-rate play,
Hear the bells ring,
Ting-a-ling-ling!
Hurrah for Thanksgiving Day.

4. Over the river and through the wood,
Trot fast, my dapple gray!
Spring over the ground,
Like a hunting hound!
For this is Thanksgiving Day.

5. Over the river and through the wood,
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

WRITING EXERCISE XXI.

1. The *horse knows* the way.
2. How the *wind does* blow!
3. The dapple *gray trots* very fast.

Write the sentences and change *horse* to *horses*, *wind* to *winds*, *gray* to *grays*, and change the other words so as to make the sentences correct.

LESSON XXIII.

ec-eh′o (ĕk′o)	sur prīse′	shout
re pēat′ (re peet′)	pro vōke′	mŏck
re tûrn′	wạn′der (wŏn′der)	voiçe

THE ECHO.

1. In some places, among the hills and mountains, if you shout your own names, or any other words, you will hear them repeated so plainly that you cannot help thinking some one is speaking back to you.

2. This speaking back is called the echo. It is merely saying over again what somebody has said before. When one person is constantly repeating the words and thoughts of another, he is sometimes called an echo.

3. One day a boy, who knew nothing about the echo, was wandering about among some high hills, where there were many rocks and bushes. It was very lonesome, and so he shouted out something in a loud voice.

4. He was greatly surprised to hear his words shouted back, and thought some other boy was mocking him.

He ran about among the bushes and rocks to find this mocking boy.

5. He could find no one, and he supposed the bad boy had hid himself.

Then he called out in a pretty harsh tone, saying that such a boy must be a very mean fellow.

6. "Very mean fellow" came back to him in tones just as unpleasant as his own had been. This made him still more angry, and he called the hidden boy all kinds of hard names.

7. All these hard names and angry tones were repeated after him, but he could find no boy anywhere.

He became very much provoked, and said a great many foolish and wicked things.

8. When he went home, he told his mother that some boy had been calling him hard and wicked names, but that the boy hid so that he could not find him.

9. His mother understood about the echo, and said, "My child, these bad names were only the echoes of your own voice. Whatever you said was repeated to you from the hill-side. Had you called out pleasant words, pleasant words would have returned to you."

10. This is usually the way in life. What we hear is very often only the echo of what we say, or of what we feel and think; for sometimes we

hear an echo of our own bad thoughts and wishes, even when we say nothing.

WRITING EXERCISE XXII.

Copy and learn—

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, think on these things.

"Do not look for wrong and evil,
You will find them if you do;
As you measure for your neighbor
He will measure back to you."

LESSON XXIV.

com păs'sion (păsh'un)	strĕtch	tĕnt
cheer'fụl ly	hĕad	flăp
be seech'ing ly	nĕck	said (sĕd)

THE ARAB AND HIS CAMEL.

1. One cold night, as an Arab sat in his tent, a Camel gently thrust the flap of the tent aside and looked in.

2. "I pray thee, master," he said, "suffer me but to put my head within the tent, for it is cold without."

3. "By all means, and welcome," said the Arab, cheerfully; and the Camel, moving forward, stretched his head into the tent. "If I might but warm my neck also," he said, beseechingly.

4. "Put also your neck inside," said the Arab. Presently the Camel, who had been turning his head from side to side, spake again.

5. "I will take but little more room if I place my fore-legs within the tent. It is difficult standing without."

6. "You may also plant your fore-legs within," said the Arab, moving a little to make room, for the tent was very small.

7. "May I not stand wholly within?" asked the Camel, finally. "I keep the tent open by standing as I do now."

8. "Yes, yes," said the Arab, "I will have compassion on you as well as on myself. Come wholly inside."

So the Camel came forward, and crowded into the tent. But the tent was too small for both.

9. "I think," said the Camel, "that there is not room for both of us here. It will be best for you to stand outside, as you are the smaller. There will then be room enough for me;" and with that he pushed the Arab a little, who made haste to get outside of the tent.

WRITING EXERCISE XXIII.

Copy and learn—

If for good you've taken ill,
Let it pass!
O, be kind and gentle still;
Let it pass!
Time at last makes all things straight;
Let us not resent, but wait,
And our triumph shall be great;
Let it pass!

LESSON XXV.

ạu'tụmn (aw'tum) whĭs'tle snătch
wĭn'ter tăn̲'gle (tăng'gl) pāne

HOW THE WINDS BLOW.

1. High and low
The spring winds blow!
They take the kites that the boys have made,
And bear them far and high in the air;
They snatch the little girls' hats away,
And toss and tangle their flowing hair.

2. High and low
The summer winds blow!
They dance and play with the garden flowers,
And bend the grasses and yellow grain;
They rock the bird in her hanging nest,
And dash the rain on the window pane.

3. High and low
The autumn winds blow!
They frighten the bees and blossoms away,
And whirl the dry leaves over the ground;
They shake the branches of all the trees,
And scatter ripe nuts and apples around.

4. High and low
The winter winds blow!
They fill the hollows with drifts of snow,
And sweep on the hills a pathway clear;
They hurry the children along to school,
And whistle a song for the glad New Year.

LESSON XXVI.

dŏn'key	crĭp'pled (krĭp'ld)	knŏt (nŏt)
bär'gain	sĕ-e'ond	kĭck
mär'ket	mount'ed	bēast (beest)

TRYING TO PLEASE EVERYBODY.

1. An old man and a little boy were driving a donkey to the market to sell it.

2. "What a fool this fellow is," said a man whom they met, "to be going on foot with his son, so that his donkey may go without a load."

3. When the old man heard this, he set his boy upon the donkey, and walked by his side.

4. The second man whom they met cried out, "Why, boy, is it fit for you to be riding, while your poor old father goes on foot?"

5. The father, on hearing this, took the boy down from the donkey, and mounted in his place.

6. "Do you see," said a third man, "how this lazy old fellow rides on his beast, while his poor little boy is almost crippled by walking?"

7. The old man no sooner heard this, than he took his son up behind him, and they went on again, both riding.

8. "My good friend," said a fourth, "is that donkey your own?"

"Yes," replied the man.

9. "One would not have thought so," said the other, "by your loading him so shamefully. You and your son are better able to carry the poor beast, than he is to carry you."

10. "Anything to please," said the man. So he and his son got off, tied the legs of the donkey together and, passing a pole through under the knots, tried to carry him over the bridge that led to the town. The people ran together, in crowds, to look at so amusing a sight.

11. The donkey, who did not like this way of traveling, kicked with all his might. At last he broke the cords, slipped from the pole, and tumbled into the river.

12. The poor old man made the best of his way home, quite vexed and ashamed. In trying to please everybody, he had pleased nobody, and lost his donkey into the bargain.

WRITING EXERCISE XXIV.

Copy these sentences, put the right words in the blank places, and tell what kind of words you put in.

1. *The* ____ *man rides and the* ____ *little boy walks.*

2. The man and the boy ____ the donkey to the market.

3. The poor old ____ made the best of his way ____.

4. The people ____ together to see so amusing a ____.

5. The old man ____ nobody and ____ his donkey.

LESSON XXVII.

ĕăt'er pĭl'lar	hătched (hătcht)	wōv'en
mŭl'bĕr ry	eo eōōn'	sĭlk
mŭs'tard	pĭġ'eon (pĭj'un)	mŏth
fĭn'ished (fĭn'isht)	wound (wōōnd)	wrăps (răps)

THE SILK-WORM.

1. The Silk-worm is not a true worm, but a caterpillar, which makes almost all the silk used

in the world. It is hatched from an egg about as large as a mustard-seed.

2. The eggs are laid by a moth which looks very much like some which we see flying about at evening. A single moth lays several hundred eggs; sometimes as many as seven hundred.

3. When first laid, the eggs are of a bright yellow color, but they soon become darker, and remain so until it is nearly time for the worms to be hatched. Then they become almost white.

4. At first the caterpillar is very small—not more than a tenth of an inch in length; but, like all caterpillars, it eats a great deal and grows very fast. While it is growing it sheds its skin four or five times.

5. It feeds upon the leaves of the mulberry-tree. When full-grown it is about three inches long, and is of a pale green color, with a black head and some dark spots and marks upon its body.

6. In some countries people plant large groves of mulberry-trees, and make houses on purpose to raise silk-worms in them. When the worms are first hatched they are fed, six or eight times a day, with tender leaves, cut up into small pieces.

7. As they grow larger they are fed with coarser leaves, but not so many times a day. The houses have to be kept clean and warm. If they were allowed to become dirty, or too cold, the caterpillars would die.

8. After living four or five weeks, the silk-worm leaves off eating and begins to spin its fine silken thread to make a cocoon. This cocoon is a snug little house, shaped like a pigeon's egg, and from an inch to an inch and a half in length.

9. When the house is finished, the caterpillar wraps itself up and goes to sleep. In warm countries it sleeps about three weeks, and in colder places a longer time.

Then, if it has not been disturbed, it wakes up and comes out of the cocoon a full-grown moth.

10. All the silk which we see is wound off from these cocoons, and is then cleaned and prepared to be woven into cloth, or to be made into other articles, which people wear or use in different ways.

11. Many years ago all the silk was made in China. Men in other countries did not know how it was made, and some persons thought it was a kind of wool which grew upon trees. At that time a pound of silk was worth as much as a pound of gold.

WRITING EXERCISE XXV.

Copy and learn—

Scatter freely richest grain
O'er the mountains, on the plain,
On the waters, on the land,—
Sow thy seed with freest hand.

You shall reap, who faithful sow;
This or that, or both will grow.
Not to winds or clouds give heed,
But morn and evening sow thy seed.

LESSON XXVIII.

cow'ard (kow'ard)	clēave	ruṣeṣ
snēak'ing	clĕv'er	knāve (nāv)
pĭt'i fụl	ween	slāve
ex cūs'eṣ (eks kūs'eṣ)	miēn (meen)	brāve

ADVICE TO BOYS.

1. Whatever you are, be brave;
The liar's a coward and slave,
Though clever at ruses
And sharp at excuses,
He's a sneaking and pitiful knave.

2. Whatever you are, be frank;
'Tis better than money and rank,

Still cleave to the right,
Be lovers of light,
Be open, above board, and frank.

3. Whatever you are, be kind;
Be gentle in manners and mind.
The man gentle in mien,
Words and temper, I ween,
Is the gentleman truly refined.

LESSON XXIX.

Swĭtz'er land	mu ṣē'um	Alps
Saint Bẽr'nard	thou'ṣand	Bẽrne
dān'ger oŭs	e-ŏn'vent	e-lĭffs
in tĕl'li gent	bu'ried	trāçeṣ

DOGS OF SAINT BERNARD.

1. In Switzerland there are some mountains called the Alps. They are so high that the upper parts are always covered with snow, and sometimes the snow drifts together in large masses and slides down into the valleys.

2. It is very dangerous to cross these mountains even in the warmest part of the year. And many persons have lost their lives in trying to pass over during the winter season.

3. The storms of snow often come on very suddenly, even when the morning has been bright and pleasant. The snow falls so fast and so deep that, within a few hours, no traces of the roads can be found, and travelers are buried under the drifts.

4. One of the roads over the Alps is called the pass of the Great Saint Bernard. This is a very dangerous pass. In some places, on one side of

the road, you can look down hundreds and hundreds of feet; and on the other side there are rocky cliffs rising up many hundred feet above your head.

5. For almost a thousand years there has been a stone house near the top of the mountain, not far from this pass. At first the house was very small, but now it is a large building, four stories high, and will hold a great many people.

6. The house is called a Convent, and some good monks live here, year after year, for the purpose of helping travelers. These monks keep a number of large dogs, which are always called the Dogs of Saint Bernard.

7. These dogs have long hair and bushy tails, and are very strong, kind, and intelligent.

They are trained to look for lost travelers, and are sent out in pairs every day in winter.

8. One dog has a basket of food and drink strapped to his neck, and the other has a thick, warm cloak fastened to his back.

If they find a cold and starving man, he is, in this way, supplied at once with something to eat and to keep him warm.

9. At one time a gentleman and his servant were buried in a fall of snow. They had with them a Saint Bernard dog, who went immediately

to the Convent, and brought some of the monks to the place where his master was buried.

10. The gentleman and his servant were both dug out of the snow, and saved alive, after they had been covered by the deep drift a whole day.

This same dog also saved a poor child whose mother had been lost in a storm.

11. One of the Saint Bernard dogs saved the lives of twenty-two persons; and another, whose name was Barry, saved forty-two people, all of whom would have perished if it had not been for him. When this good dog died, his skin was stuffed and placed in the museum at Berne, a city in Switzerland.

WRITING EXERCISE XXVI.

Copy and learn—

Gather the roses while they bloom;
Never lose a day;
Nor in sloth one hour consume,—
Time doth pass away.

Men have mourned their whole life through
One good deed's delay;
Do at once what you've to do—,
Time doth pass away.

LESSON XXX.

guärd (gärd)	yoŭng	truth
watch	tongue (tŭng)	sēar
ē'vil (ē'vl)	ēars	sōul

GOOD COUNSEL.

1. Guard, my child, thy tongue,
That it speak no wrong;
Let no evil word pass o'er it;
Set the watch of truth before it,
That it speak no wrong.
Guard, my child, thy tongue.

2. Guard, my child, thine eyes;
Prying is not wise;
Let them look on what is right;
From all evil turn their sight;
Prying is not wise.
Guard, my child, thine eyes!

3. Guard, my child, thine ear!
Wicked words will sear;
Let no evil words come in
That may cause the soul to sin.
Wicked words will sear.
Guard, my child, thine ear!

4. Ear, and eye, and tongue,
Guard while thou art young;
For, alas! these busy three
Can unruly members be.
Guard while thou art young,
Ears, and eyes, and tongue!

WRITING EXERCISE XXVII.

Copy and put in words which will make the sentences *command* something.

1. *My child, ____ thy tongue.*
2. *____ the watch of truth before it.*
3. *From all evil ____ thine eyes.*
4. *____ no wicked words be heard.*
5. *While thou art young ____ eye, and ear, and tongue.*

LESSON XXXI.

ärch'ĭ tect	sewed (sōd)	tāi'lor
buĭld'er	mo̤nk'ey	snāke
ma tē'ri al	stĭtch'es	pûrse
par tĭ'tion (tĭsh'un)	ō'ri ōle	dōme

CURIOUS BUILDERS.

1. Some of the most curious builders in the world are birds.

They learn no trade, and have no tools except their claws and bills, and yet they build very wonderful houses.

2. The Oven bird, which is found in South America, makes a nest in the shape of a small dome with a door in one side. This nest looks almost exactly like an oven.

3. The bird uses grass and other plants and clay as material, and makes the walls fully an inch thick. When dried in the sun the nests are very strong, and are not easily broken to pieces.

4. The little architect divides her house into two separate rooms by a partition reaching from the bottom almost to the top. In the inner room a bed is made of soft grasses and feathers, and the eggs, generally four in number, are laid in this bed.

5. The Baltimore Oriole, a very beautiful bird,

which we often see in the summer, builds a nest shaped like a purse. It is six or seven inches long and three or four inches wide, and is made of wool, hair, flax, and other bits of plants.

6. The nest is sewed with strong stitches of horse-hair, or, if the bird is building near a dwelling-house, it often finds thread and uses that instead of hair.

At the bottom of the nest some soft things are placed to make a nice bed for the eggs and the young birds.

7. This bird seems to have no fear of human neighbors, and often hangs its nest on the limb of a tree in the garden, or by the road-side.

The female bird is said to do most of the work in building the nest, her mate merely collecting and bringing home the materials.

8. The Tailor bird of India is quite small, with a very long tail and short wings. It makes its nest by taking two leaves, at the end of a twig, and sewing them together. It uses its bill for a needle, and some strong vegetable fiber for thread.

9. The nest is lined inside with cotton, soft grass, or feathers, and is built at the very end of a long, slender branch, where it will be out of the way of snakes, monkeys, and other enemies.

10. The Fairy Martin, found in Australia,

builds a nest shaped like an oil-flask, with the mouth at the bottom. The material used is mud or clay which is very carefully mixed together.

11. Sometimes six or seven birds work on the same nest, one acting as architect, while the others bring the clay. They seem "to exchange work," and help each other as men often do, when they have some hard job before them.

WRITING EXERCISE XXVIII.

Copy and learn—

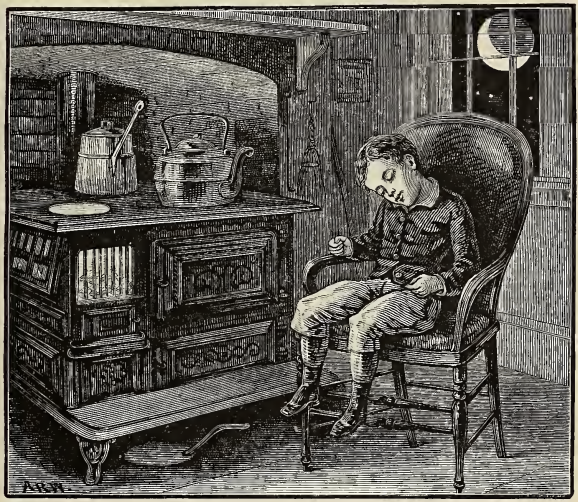
Hope is comfort in distress;
Hope is in misfortune bliss;
Hope in sorrow is delight;
Hope is day in darkest night.

LESSON XXXII.

New' Yēar	kĭtch'en	yąwnş
to-nīght'	thrĕsh'ōld	wāke
mĭd'nīght	ex pīre'	wōke

WATCHING THE NEW YEAR IN.

1. "Let me sit up to-night, mother,
To greet the glad New Year;
I'm always sleeping when he comes,
And wake to find him here.



2. "Last year I thought I'd lie in bed
And watch. 'Twas long to wait.
My watching turned into a dream,
And then I woke too late."

3. So, patient by the kitchen fire,
At ten Tom sits alone;
An hour is past, and o'er his book
He yawns—"'Tis dull, I own,

4. "To watch the minutes creeping by;
The clock is slower far
Than in the day! Heigh-ho! heigh-ho!
How long the minutes are!"

5. And now the midnight draweth near;
The old year will expire
Full soon. Tom sits with heavy head
Low nodding at the fire.

---

6. The New Year on the threshold stands,
The last slow minutes creep;
The clock strikes twelve. He enters now,
But Tom is fast asleep.

WRITING EXERCISE XXIX.

This (') mark, placed where some letter or letters are omitted, is called an *apostrophe.*

Copy these sentences and put in the omitted letters:

1. I'm always sleeping when he comes.
2. I thought I'd lie in bed and watch.
3. And o'er his book he yawns.
4. 'Tis dull, I own, to watch the minutes.
5. 'Twas long to watch and wait.

Write other sentences and use these forms: I've, I'll, they're, he's, e'er, and other proper forms.

LESSON XXXIII.

su-e çĕss'fụl	sēize	thiēf
smăck'ing	serāpe	slŭṉk
snŭff'ing	serătch	guĕst
snēak'ing	chēat	hōst

A FOX STORY.

1. A gentleman was one day in a field near a stream where several geese were swimming.

Pretty soon he noticed one goose disappear under the water with a sudden jerk.

2. While he was looking for her to rise again, he saw a fox come out of the stream, and trot off to the woods with the poor goose in his mouth.

The fox happened to go in a direction where it was easy to watch his movements.

3. He carried his load to a little opening in the forest, scraped away the leaves, dug a hole in the ground, into which he put the goose, and covered it over with much care.

4. He then went back again to the river, and entered it at considerable distance behind the flock of geese. He now floated along, without any noise, toward the geese, with the tip of his nose just above the surface of the water.

5. This time the fox was not so successful. By some means the geese took alarm, and flew away with loud cackling. Finding himself defeated, he came ashore, and walked off in a direction opposite to the place where the goose was buried.

6. The man went to the spot, uncovered the hole, took away the goose, and placed the leaves carefully back again. Then, going off some distance, he waited patiently to see what would happen.

7. The sly thief was soon seen returning with another fox, which he had apparently invited to dine with him.

They trotted along merrily, swinging their tails, snuffing the air, and smacking their lips.

8. When they reached the place, the first fox eagerly scratched away the leaves; but, alas! his rich dinner was gone!

He looked at his companion, and plainly saw, by his countenance, that he doubted whether any goose was ever there.

9. Appearances were certainly very much against him. His tail slunk between his legs, and he held his head down, looking sideways, with a sneaking glance.

10. The offended guest evidently considered himself insulted, and, seizing his unfortunate host,

he cuffed him severely. Poor Reynard bore the punishment with the greatest patience, and sneaked off as fast as he could.

11. He seemed aware that he had received no more than might naturally be expected under the circumstances; for though foxes are very fond of cheating other animals, they do not like to be cheated themselves.

WRITING EXERCISE XXX.

Copy and learn—

Look not thou upon the wine when it is red, when it giveth its color in the cup.

At the last it biteth like a serpent, and stingeth like an adder.

Wine is a mocker, strong drink is raging.

LESSON XXXIV.

whēat	flĭng	brāin
shēaveş	sōw	rēap
grāin	thrōw	lēa
weed	grōw	erŏp

SOWING.

1. Every one is sowing
   Both by word and deed;
   All mankind are growing
   Either wheat or weed;
   Thoughtless ones are throwing
   Any sort of seed.

2. Serious ones are seeking
   Seed already sown;
   Many eyes are weeping
   Now the crop is grown;
   Think upon the reaping—
   Each one reaps his own.

3. Surely as the sowing
   Shall the harvest be;
   See what you are throwing
   Over hill and lea;
   Words and deeds are growing
   For eternity.

4. Ye that would be bringing
Sheaves of golden grain,
Mind what you are flinging,
Both from hand and brain;
Then 'mid glad songs singing,
You shall reap great gain.

WRITING EXERCISE XXXI.

Write the sentences and put in the blanks words ending in *ing*. Pronounce such words carefully.

1. Every one is ——— seed of some kind.
2. Thoughtless ones are ——— any seed.
3. The harvest shall be like the ———.
4. Words and deeds are ———.
5. Most boys are very fond of ———.

Write sentences and use these words: *coming, going, seeing, studying, learning.*

LESSON XXXV.

Phil'ạ del'phĭ ạ	route (rōōt)	slōōp
New York'	eon çēal'	dr̊aught (dr̊åft)
Bŏs'ton	pŏv'er ty	drow'sy

FRANKLIN'S FIRST VISIT TO PHILADELPHIA.

1. Dr. Franklin was a very great, good, and wise man. When a boy he lived in the city of

Boston, and worked very hard at a trade; but he became discontented and determined to go away from home.

2. He tells, in an interesting way, how he went to Philadelphia.

"A friend agreed for my passage with the captain of a New York sloop. By favor of a good wind, I found myself, in three days, at New York, nearly three hundred miles from my home in Boston.

3. "I was only seventeen years of age, and did not know an individual in the place, and had very little money in my pocket.

4. "Philadelphia was a hundred miles further. I took the shortest route by a boat, and left my trunk and other things to come after me by the usual conveyance.

5. "On my arrival in Philadelphia I was in my working dress, for my best clothes were on their way by sea. I was covered with dirt, and my pockets were filled with shirts and stockings. I was not acquainted with a single soul in the place, and did not know where to seek a lodging.

6. "Fatigued with walking and rowing, and having passed the last night without sleep, I was extremely hungry. All my money consisted of a

Dutch dollar, and a few coppers which I gave to the boatman for my passage.

7. "As I assisted them in rowing, they refused it at first, but I insisted on their taking it. A man is sometimes more generous when he has little than when he has much money; probably because, in the first case, he wishes to conceal his poverty.

8. "I walked toward the head of the street, looking eagerly on both sides, till I came to Market Street, where I met a child with a loaf of bread.

9. "I had often made my dinner of dry bread. I inquired of the boy where he had bought it, and went directly to the baker's shop which he pointed out to me.

10. "I asked the baker to let me have three-penny-worth of bread of some kind or other. He gave me three large rolls. I was surprised at receiving so much. Having no room in my pockets, I walked on with a roll under each arm, eating the third.

11. "In this manner I went through several streets, and passed the house of Mr. Read, the father of my future wife. She was standing at the door, noticed me, and thought, with good reason, that I presented a very singular and funny appearance.

12. "I then turned the corner, and went on eating my roll all the way. I soon found myself again near the boat in which I arrived. I stepped into it to take a draught of water, and finding myself satisfied with one roll, gave the other two to a woman and her child, who had come with us in the boat.

13. "Thus refreshed, I went again into the street, which was now full of well-dressed people, all going the same way. I joined them, and was thus led to a large Quaker meeting-house near the market-place.

14. "I sat down with the rest; and, after looking around me for some time, hearing nothing said, and being drowsy from my last night's labor and want of sleep, I fell into a sound slumber.

15. "In this state I continued till the assembly dispersed, when one of the congregation had the goodness to wake me. This was the first house I entered, or in which I slept, in Philadelphia."

WRITING EXERCISE XXXII.

Copy and learn—

This world is not so bad a world
As some would like to make it:
Though whether good or whether bad
Depends on how you take it.

LESSON XXXVI.

strŭg'gle	glånç'ing	thrĕad
fōld'ing	chăl'içe (chăl'is)	ȩaught (kawt)
sĭl'ver y	hĕlped (hĕlpt)	flee'çy

THE BEST THAT I CAN.

1. "I can not do much," said a little star,
"To make the dark world bright;
My silvery beams can not struggle far
Through the folding gloom of night;
But I am a part of God's great plan,
And I'll cheerfully do the best I can."

2. "What is the use?" said a fleecy cloud,
"Of these few drops that I hold?
They will hardly bend the lily proud,
Though caught in her cup of gold;
Yet am I a part of God's great plan,
So my treasure I'll give as best I can."

3. A child went merrily forth to play;
But a thought, like a silver thread,
Kept winding in and out, all day,
Through the happy, golden head;
And it seemed to say, "Do all you can,
For you are a part of God's great plan."

4. She knew no more than the glancing star,
Nor the cloud, with its chalice full,
How, why, and for what all strange things are;
She was only a child at school!
But she thought, "'Tis part of God's great plan
That even I should do all that I can."

5. And so she helped a younger child along,
When the road was rough to the feet,
And she sang from her heart a little song
That we all thought passing sweet;
And her father, weary, toil-worn man,
Said, "I too will do the best that I can."

WRITING EXERCISE XXXIII.

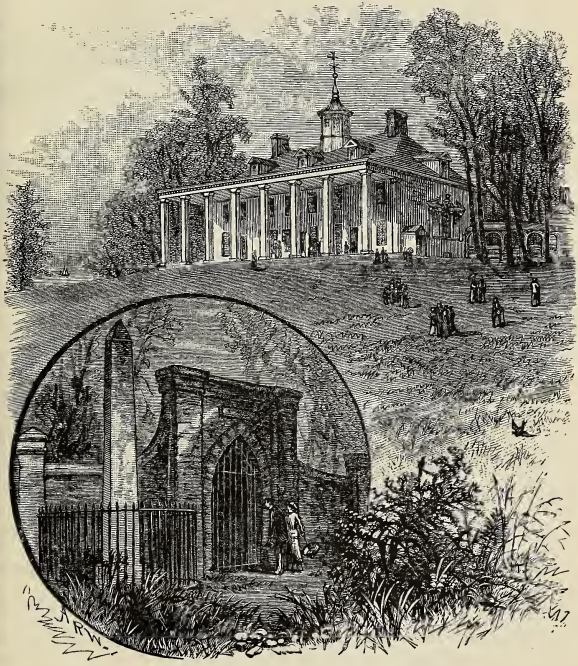
Most words which tell or ask *how, when,* and *where* are called *adverbs.*

Copy these sentences and put such words in the blanks:

1. I'll do ——— the best that I can.
2. A child went ——— out to play.
3. The horse ran ——— down the hill.
4. Birds fly ——— through the air.
5. The boys can run ——— ——— when they play.

Write the sentences again and change them to *questions.*

LESSON XXXVII.



Wąsh'ing ton	măn'sion	ā'ẹreş (ā'kerş)
Mount Ver'non	pōr'ti ẹo	ląwn
Lä'fāy ĕtte' (lä'fā ĕt')	lī'bra ry	tọmb (tōōm)
Po tō'mąe	en ẹlōş'ūre	vąult
Bas tīle'	spȳ'-glass	dĕll

WASHINGTON'S HOME AND TOMB.

1. Washington's home was at Mount Vernon, on the Potomac river, about fifteen miles from the city of Washington. The large house in which he lived is often called the Mansion.

2. It is nearly one hundred feet long and two stories in height, with a portico, or piazza, along the whole front.

The house stands on high ground, and from the portico there is a very fine view up and down the river.

3. A beautiful lawn, of five or six acres, slopes from the mansion to the water. Upon this lawn there are still some trees which Washington planted, and on one side is a garden which he laid out.

4. On the lower floor of the house there are six rooms. The library and Washington's bed-room remain very nearly as they were when he was living, and the bed on which he died can still be seen by visitors.

5. In one of the parlors there are some of Washington's clothes, his spy-glass, and one of his swords.

One of the most interesting things in the house is a very large old key. This key belonged to a

famous prison, called the Bastile, which once stood in France.

6. A long time ago, some of the kings of France used to shut up innocent men, and sometimes women, in this strong prison, and treat them very cruelly. After many years, the people became very angry and destroyed the Bastile. Then Lafayette took this key and sent it to Washington.

7. A short distance from the house is Washington's tomb. The vault is in the side of a pretty steep hill, on the edge of a little dell covered with trees. It is a very quiet and humble resting-place for a great hero.

8. The inner walls are built of brick, and the front is rough, with a plain iron door. A second brick wall, with an iron gate, encloses the tomb and makes a kind of ante-room in front of the vault.

9. Upon a stone above the first iron door are the words, "I AM THE RESURRECTION AND THE LIFE; HE THAT BELIEVETH IN ME, THOUGH HE WERE DEAD, YET SHALL HE LIVE."

Above the outer gate are the words, "WITHIN THIS ENCLOSURE REST THE REMAINS OF GENERAL GEORGE WASHINGTON."

LESSON XXXVIII.

Gĕr'mą nў	ĭn'ti mate	rę̄ined (rānd)
Sax'o ny	a-e quāint'	spēar
rĕg̱'o lūte	ma jĕs'ti-e	kĭng
sĭṉ'gu lar	dĭ rĕ-et'ly	-eōurt

A RESOLUTE LAD.

1. Nearly a thousand years ago Otho I., called sometimes the Great, was King of Germany.

2. His most intimate and faithful friend was Hermann Billung, Duke of Saxony. The two men became acquainted in a very singular manner.

3. Hermann, when a boy, was taking care of his father's cattle in an open field one day, when he noticed a number of gay horsemen turn aside from the road as if about to ride through the field.

4. The boy placed himself directly in their way, saying, "Go back! The road is yours; this field is mine."

5. A tall man, with a majestic appearance, reined in his horse and inquired, "And who are you, my boy?"

6. "I am Hermann Billung's eldest son, and my name is Hermann, too. This is my father's field, and you can not come in here."

7. "But I will!" replied the King. "Get out of the way or you will be trodden down!" And he raised his spear.

8. The boy stood his ground, and, with flashing eyes, turned on the horseman, saying—

"Right is right, and you can not ride through this field without riding over me!"

9. "What do you know about right?" asked the King.

"My father is a Billung, and no Billung gives up his rights."

"Is it right to refuse to obey your King? I am King Otho."

10. Hermann replied, "You King Otho, the pride of Saxony! No, you can not be. Otho guards our rights, while you would break them. Otho would not do that. Father has often told me so."

11. "Lead me to your father, my brave boy!" said the King, who began to admire the lad.

"There is the farm yonder, but my father intrusted these cows to me, and I can not leave them. But if you are King Otho, take the road."

12. The King did as he was told, and, going to the boy's father, requested that he might be allowed to take Hermann to his court and edu-

cate him, saying, "He will make a true man, and there is need of such."

13. Billung gladly gave his consent; the boy went home with King Otho, and was educated in the best schools in the country.

WRITING EXERCISE XXXIV.

Copy and learn—

Children, obey your parents, for this is right.

Honor thy father and thy mother, that it may be well with thee, and thou mayest live long on the earth.

LESSON XXXIX.

ĭn′no çent	sŏft′ly	ān′ġel
lōne′sȯme	joy′oŭs	gōld′en (gōld′n)
re pēat′ed	prĕȥ′ençe	hў̆mn (hĭm)

ANGEL-GUARDED.

1. "Mother, will the angels keep me
   Through the long, dark hours of night?
   Will their sweet and loving presence
   Guard me till the morning light?
   If I waken, shall I see them
   By the light the moonbeams shed?
   Shall I see them, loving, patient,
   Watching o'er my little bed?"

2. "Gently slumber, child of mine,
Innocent, and sweet, and fair;
Slumber softly through the night,
Angels hold thee in their care."

3. "When my little prayer's repeated,
And my evening hymn I sing,
Then I wish some bright-winged angels
Little golden harps would bring,
And, while I am lying quiet,
Thinking of my mother dear,
In the dark and lonely hours,
Sweetest music I would hear."

4. "Gently slumber, child of mine,
Innocent, and sweet, and fair;
Slumber softly through the night,
Angels have thee in their care."

5. "Mother, when the night is over,
And the day begins to dawn,
When the joyous tints of sunrise
Hail another welcome morn—
Mother, will the angels linger,
Just to see how fair and bright
Is the early morning sunshine,
After all the lonesome night?"

6. "Heaven is brighter, child of mine,
Brighter than the sunrise light;
But the angels' holy care
Ever guards thee, day and night."

LESSON XL.

Scot'land	ĕn'e my	eŏb'wĕbs
Eng'land (ing'land)	eăpt'ūre	spī'der
kĭng'dom	vĭe'to ry	fŏr'est
sōl'diers (sōl'jers)	sur prīse'	rāft'er

THE SPIDER AND THE KING.

1. Robert Bruce, one of the Kings of Scotland, had a long war and fought many battles with the English. At that time the people of England and Scotland were enemies, and did each other all the harm they could.

2. Bruce had been defeated in some battles, and his soldiers were all scattered so that he was left quite alone. Edward, the King of England, sent men everywhere, all over Scotland, to capture him.

3. Bruce was obliged to hide in the forests, in caves among the hills and mountains, and in old, deserted buildings. He could stay in one place

only a short time, for fear that Edward's soldiers would find him and drag him away to prison.

4. One evening he found shelter in a poor, miserable old cottage. He was very much discouraged, and almost ready to give up all hope of regaining his kingdom, or even of saving his life.

5. He threw himself down upon a heap of straw, and lay on his back, with his hands under his head. He was unable to sleep, and, in the dim light, looked up at the rafters of the hut, covered over with cobwebs.

6. He lay thus for a long time thinking of his misfortunes, and becoming more and more disheartened.

At last he chanced to notice a spider, trying to swing itself by a thread from one rafter to another.

7. Twelve times the spider made an effort to reach the desired point, and failed every time. After each trial it swung back to the place from which it started. It seemed to make no progress, and still it kept on trying again and again, in spite of twelve failures.

8. Bruce watched as the spider leaped once more toward the rafter. This time the effort was successful, and the point was reached.

9. "The thirteenth time!" said the King, springing to his feet. "I accept this as a lesson not to be discouraged under difficulties. I will once again risk my life in the struggle for my beloved country."

10. Bruce left the cottage immediately, and soon collected a few of his faithful followers. With the assistance of these he surprised and captured a small castle held by the English. Then more soldiers gathered about him.

11. He went on gaining victory after victory until King Edward's men were all driven out of Scotland, and he was not molested by them again during the remainder of his life.

WRITING EXERCISE XXXV.

Words, such as *I, you, he, she, me, her,* used in the place of nouns [names] are called *pronouns* [for nouns].

Write these sentences and put *pronouns* in the blank places:

1. His men were scattered and ——— was left alone.
2. He feared that Edward's soldiers would find ——— and drag ——— away to prison.
3. The boy fell and hurt ——— hand.
4. My teacher told ——— to bring ——— books to school.

Write other sentences and use the words *him, her, they, them,* and *it.*

LESSON XLI.

ĭ'ter rŭpt'	cŏm'fort (kŭm'furt)	hälf (häf)
tĕr'nate ly	môr'sel	gråsp
om plāint'	frụ'gal	piēçe
āy'-sīde	văl'ūe	mēal

THE LUCKY LOAF.

1. One evening a poor man and his son, a little oy, sat by the way-side near the gate of an old own in Germany. The father took a loaf of read, which he had bought in the town, broke it, nd gave half to his boy.

2. "Not so, father," said the boy; "I shall not at till after you. You have been working hard ll day, and you must be very hungry. I shall ait until you are done."

3. "You speak kindly, my son," replied the ather; "your love to me does me more good han my food, and your eyes remind me of your ear mother, who has left us, and who told you o love me as she used to do.

4. "Indeed, my boy, you have been a great trength and comfort to me; but now that I have aten the first morsel to please you, it is your turn o eat."

5. "Thank you, father; but break this piece in

two, and you take a little more, for the loaf is n large, and you need much more than I do."

6. "I shall not eat your share," said the fathe "I have enough. Let us thank God for his gre goodness in giving us food, and in giving u what is still better — cheerful and contente hearts."

7. The father and son thanked God, and the began to cut the loaf in pieces, to make thei frugal meal.

As they cut one portion of the loaf, there fel out several large pieces of gold of great valu The little boy gave a shout of joy, and sprang forward to grasp the treasure.

8. "My son, my son!" cried the father; "d not touch that money; it is not ours!"

"But whose is it, father, if it is not ours?"

9. "I know not to whom it belongs; but prob ably it was put there by the baker, through some mistake. We must inquire."

10. "But, father," interrupted the boy, "you are poor and needy, and you have bought the loaf, and the baker may tell a lie, and ——" "I will not listen to you, my boy. I bought the loaf, but I did not buy the gold.

11. "If the baker sold it to me, and did not know that the money was in the loaf, I shall not

be so dishonest as to take advantage of him. He may lie and cheat us, but we will do right.

12. "Now, run to the baker, and bring him here; I will watch the gold till he comes."

So the boy ran for the baker, who soon came.

13. "Brother workman," said the old man, "you have made some mistake, and almost lost your money." Then he showed the baker the gold, and told him how it had been found. "If it is thine," added the father, "take it away."

14. "Baker," said the boy, eagerly, "my father is very poor and ——" "Silence, my child," said the father; "do not put me to shame by any complaints. I am glad we have saved this man from losing his money."

15. The baker had been gazing alternately upon the honest father and the eager boy, and upon the gold which lay glittering upon the green turf. "Thou art, indeed, an honest fellow," said the baker. "Now I will tell thee about the gold.

16. "A stranger came to my shop a few days ago, and gave me that loaf, and told me to sell it, or give it away, to the most honest poor man whom I knew in the town.

17. "I sold it to thee, as thou knowest, for the last penny in thy purse. The loaf is thine with

all its treasure, and God grant thee a blessing with it."

18. The poor man bent his head to the ground, while the tears fell from his eyes. The boy ran and put his arms about his father's neck, and said, "I will try always, like you, my father, to trust in God and do what is right."

WRITING EXERCISE XXXVI.

Copy and learn—

"Some murmur when their sky is clear,
And wholly bright to view,
If one small speck of dark appear
In their great heaven of blue.

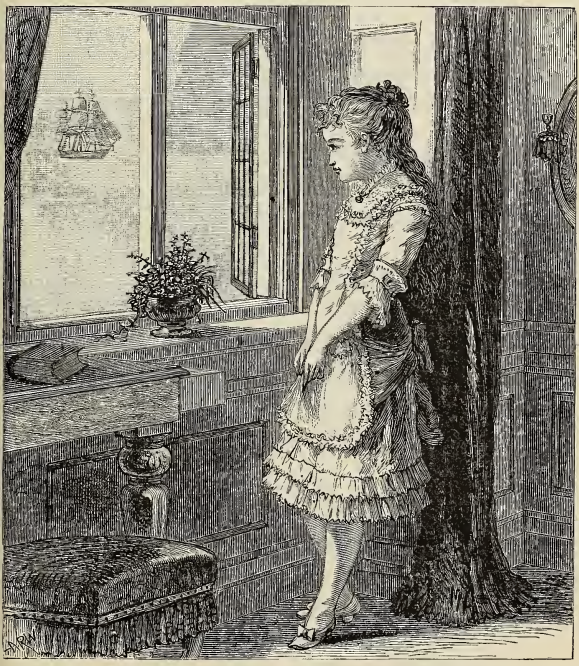
"And some with thankful love are filled,
If but one streak of light,
One ray of God's good mercy gild
The darkness of their night.

"Let us gather up the sunbeams,
Lying all around our path;
Let us keep the wheat and roses,
Casting out the thorns and chaff;

"Let us find our sweetest comfort
In the blessings of to-day;
With a patient hand removing
All the briers from our way."

LESSON XLII.

māid'en (mād'n)	ō'cean (ō'shun)	gāze
trĕaş'ūres	fōr'eign (fōr'in)	flĕck
stēam'er	dĭs'tant	bāy



WHAT THE LITTLE MAIDEN SAW.

1. Why stand you there,
Sweet maiden fair,

With eyes upon the sea,
Forgetting play
To gaze all day
On ocean rolling free?

2. Have you a ship
From foreign trip
Now coming up the bay,
That brings you gold
For treasures sold
In countries far away?

3. Ah, there's a line
Of black smoke fine
Upon the distant sky!
She sees a speck
The ocean fleck
Beneath the smoke on high.

4. It grows and grows
Until she knows
It is the steamer due.
Her little heart
Beats wild its part
As comes the ship in view.

5. She turns her head;
Her cheeks are red,

Her eyes no longer roam.
"I want no gold
For treasures sold,—
That ship brings father home!"

WRITING EXERCISE XXXVII.

Copy and put in the little words which are left out.

____ grows and grows
Until ____ knows
____ is the steamer due.

Write a short story about the little girl in the picture.

LESSON XLIII.

mĭs'sion a ry (mish'un)	mўs'ter y	chăp'el
eär'pen ter	con tĕmpt'	chiēf
buṣ'i ness (bĭz'nes)	war'rior (wôr'yur)	crowd (kroud)
tōōl'-chĕst	nā'tĭve	sc̄ōld

THE TALKING CHIP.

1. A missionary to one of the South Sea Islands was building a chapel. He was a carpenter as well as a preacher. One morning, when he went

to his work, he had forgotten to take some tool which he wished to use.

2. Picking up a chip, he wrote on it a request to his wife that she would send the tool by the person who brought the chip.

3. Calling one of the native chiefs, he asked him to carry the chip to Mrs. Williams, his wife.

This chief had been a great warrior, and had lost one eye in some battle.

4. "He gave me a most peculiar look with his remaining eye," says Mr. Williams, in telling the story, and said, "Take that! She will call me a fool and scold me, if I carry a chip to her."

5. "No," I replied; "she will not. Take it and go immediately. I am in haste."

He took it from me and asked, "What must I say?"

6. "You have nothing to say. The chip will say all I wish."

With a look of astonishment and contempt, he held the piece of wood in his hand, and said, "How can this speak? Has it a mouth?"

7. I requested him to carry it immediately, and not spend so much time in talking about it.

On reaching the house, he gave the chip to Mrs. Williams, who read it, threw it away, went to the tool-chest, and picked out the desired article.

8. The chief followed her very closely, resolving to see the end of this mysterious business.

On receiving the tool, he said, "How do you know this is what Mr. Williams wants?"

9. "Did you not bring me a chip just now?" she replied.

"Yes," said the astonished warrior; "but I did not hear it say anything."

10. "If you did not, I did. It told me what he wanted. All you have to do is to return with it as quickly as possible."

11. The man leaped out of the house, and catching up the mysterious piece of wood, ran through the village, with the chip in one hand and the tool in the other, shouting, as he went, "See the wisdom of these English people! They can make chips talk!"

12. On giving me the tool, he wished to know how it was possible thus to talk with persons at a distance. I gave him all the explanation I could, but it was still to him a great mystery.

13. He actually tied a string to the chip, hung it round his neck, and wore it for some time.

For several days after, we frequently saw him surrounded by a crowd, and telling them of the wonders which this chip had performed.

WRITING EXERCISE XXXVIII.

Copy and learn—

Trip along, bright feet of May,
Trip along from day to day,
Trip along in sun and showers,
Trip along and wake the flowers,
Trip along the breezy hills,
Trip along the prattling rills.
Trip along, in light and song,
Trip away, all fresh and gay,
Trip away, bright feet of May!

LESSON XLIV.

shĭll'ing	re tûrn'	rōad
quạl'i ties (quŏl'ĭ tĭz)	howl'ing	rōde
păn ta lo͞onz'	prŏp'er ty	squâre
an noyed'	trăv'el er	sēarch

THE DOG AND THE SHILLING.

1. A gentleman, who had a splendid Newfoundland dog, was riding with a friend one day, when the dog became the subject of conversation.

2. The owner praised the qualities of his favorite very highly, and declared that Nero would, upon receiving the order, return and bring any article he should leave behind, from any distance.

3. To prove this, a marked shilling was first shown to the dog, and then put under a large square stone by the side of the road.

4. The gentlemen then rode on for three miles, when the dog was ordered to return for the shilling.

The dog turned back; the gentlemen rode along and reached home.

5. To their great surprise the dog did not return during the day, and the owner was much annoyed at the circumstance.

6. It afterwards appeared that he had gone to the stone under which the shilling was placed, but it proved to be too large for his strength to remove.

7. He, consequently, stayed howling at the spot till two gentlemen on horseback, hearing the noise, stopped to look at him.

8. One of the men, jumping from his horse, turned over the stone; and, seeing the shilling, put it into his pocket, not at the time thinking it to be the object of the dog's search.

9. The dog followed their horses for twenty miles, remained quietly in the room where the gentlemen took supper, followed the maid into their bed-chamber, and hid himself under one of the beds.

10. The man who had the shilling hung hi pantaloons upon a nail by the side of his bed When the travelers were both sound asleep, th dog took the pantaloons in his mouth, and leaped out of a window, which had been left open on account of the heat.

11. He reached the house of his master, with his prize, at four o'clock in the morning. In the pockets of the pantaloons, besides the shilling, a watch and some money were found.

12. These were advertised and returned to the owner, who had been greatly surprised at the loss of his property, and had concluded that some thief must have been in the room during the night.

WRITING EXERCISE XXXIX.

Write answers to these questions:

1. What kind of a dog did the gentleman have?
2. What did the man say his dog would do?
3. How did the dog get the shilling and bring it to his master?
4. What is it to *advertise?*
5. What is it to be *surprised?*
6. What is a *thief?*

LESSON XLV.

ġĕn'tly	griēve	toil	rụle
re māin'	gāin	ērr	fēar
nēar'ly	vāin	wĭn	lȯve (lŭv)
en dūre'	pēaçe	sụre (shụr)	mär

SPEAK GENTLY.

1. Speak gently; it is better far
   To rule by love than fear:
   Speak gently; let no harsh words mar
   The good we might do here.

2. Speak gently to the little child;
   Its love be sure to gain;
   Teach it in accents soft and mild;
   It may not long remain.

3. Speak gently to the aged one;
   Grieve not the care-worn heart:
   The sands of life are nearly run;
   Let such in peace depart.

4. Speak gently, kindly, to the poor;
   Let no harsh word be heard:
   They have enough they must endure,
   Without an unkind word.

5. Speak gently to the erring; know
They may have toiled in vain;
Perhaps unkindness made them so;
Oh, win them back again!

6. Speak gently; 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

WRITING EXERCISE XL.

Some little words are used to join other words, and sentences, together.

Write these sentences and put in the words which are needed, and tell what they join:

1. *You ____ I have books ____ papers.*

2. *We carry things ____ our hands.*

3. *The maps are ____ the table, ____ the dog is ____ the table.*

4. *The lame man walks* ____ *a staff.*

5. *The horse has gone* ____ *the barn.*

LESSON XLVI.

sup pōrt′	sŭck	tōneş
swạl′lōw	teâr (târ)	blo͝od
lĭq′uid (lĭk′wid)	ēarth	ro͝ots
se lĕ-et′	lēaveş	fĭrm
mŭs′çleş	plănts	dī′et

ROOTS.

1. We support ourselves, and stand up firmly, so that the wind can not blow us over, because we have strong bones and muscles, and know how to use them.

2. Trees and plants stand quite firmly, and are not often blown down, unless the winds are very strong. Do you know how trees are held so strongly in their places?

3. They all have roots. These roots often go deep into the earth, and become very long and

large. One use of the roots is to make the trees so stout and firm that no wind can tear them out of the ground.

4. Another use of the roots is to feed plants and trees.

We take food into our mouths, and swallow it into our stomachs, where it is prepared to be made into blood, and bones, and muscles.

5. Trees have no mouths and stomachs like ours, and so they are obliged to get their food in some other way. They get a little through the leaves, but most of it is taken in through the roots.

6. The ends of the roots are furnished with very small openings—so small that we can not see them without the aid of a microscope.

7. These little holes may be called mouths. Through these, water and other liquids are sucked in, and then carried, in some way, up through the trunk, and out into the branches and leaves.

8. The roots seem to be very wise—wiser even than many men and boys. They take nothing into their mouths which is not good for the tree or plant. They select just such food as the plant needs.

9. When different plants grow, side by side, in the same bed, every one gets exactly the right

sort of diet. The roots of the strawberry vine suck in something out of which strawberries can be made.

10. The roots of the peach-tree send up into the limbs food which will produce delicious peaches.

All the plants, which are kept for the sake of their beautiful flowers, are fed with just the right material to make flowers.

11. This is all very wonderful, and we can not explain how it is done, nor could we do it ourselves, if we should try ever so hard. All we can say is, that God made the roots of trees and plants with such marvelous power.

12. Roots have another use, with which we are all well acquainted. The roots of some vegetables, like beets and turnips, are much larger than they need for support, or to supply themselves with food.

13. Such roots are cultivated to be used as food for ourselves and for animals. And, in some countries, great quantities of sugar are made from beets.

WRITING EXERCISE XLI.

Copy and learn—

Deal gentle words to all,
Thou, too, mayest err and fall.

LESSON XLVII.

fôr'ti fȳ	băt'tle	ŏn'sĕt
at tăck'	vĭṣ'ĭt	märch
re trēat'	ĕăs'tle	chāin
dăm'aġe	ī dē'à	trĭck

THE SPIDER AND THE BEETLE.

1. A spider of moderate size had fortified himself within a very strong web in one corner of a room. He was allowed to remain for no other reason than because he showed a great liking for a diet of mosquitoes.

2. Spiders, however, like most other animals, have a taste for a variety of food. One morning this one was seen making preparations to attack a very large beetle, which had wandered into the neighborhood of its web.

3. At the first onset, the spider fastened some threads to two of the legs of the beetle. Mr. Beetle did not seem to like these attentions, and marched off, carrying his chains with him.

In doing this he came very near pulling along with him the whole of the spider's web.

4. In a short time the beetle repeated his visit. In the meantime the spider had repaired the

damages, and was ready for the reception of the black-coated stranger.

5. The web was about eighteen inches from the floor. As the beetle approached, the spider threw himself down headlong, with all his force, but stopped suddenly when within about two inches of the floor.

6. He repeated this feat several times. His object seemed to be to test the strength of the cord which he had been making.

7. At last he threw himself directly upon the back of the beetle, fastened some threads to his hinder parts, and quickly retreated.

8. Mr. Beetle was much annoyed at his long-legged friend; and, with much apparent anger, turned his back upon the spider and marched off, almost destroying the whole web again.

9. The spider, seeing that open attack was of no use, resolved to try another plan. Doing something to attract the attention of the beetle to himself, he began to retreat up the surface of a somewhat rough wall.

10. Whether the beetle mistook this trick of the spider for politeness, under the idea that the act was an invitation to his castle, we can not say. At any rate he climbed up the wall after the spider.

11. When they reached a point directly over the web, the spider sprung upon the back of the beetle, in some way pulled his feet from the wall, and they both tumbled together into the web.

12. It was now all over with the poor beetle. He was so completely entangled in the web, that escape was hopeless. He surrendered at once, and, on the next evening, was found dead in his chains.

WRITING EXERCISE XLII.

Write these sentences, put in the right words, and tell what kind of words you put in.

1. The spider was of ____ size.
2. He ____ a very ____ web in a corner.
3. The beetle ____ off, carrying ____ chains.
4. The web was about ____ inches ____ the floor.

Write five questions about the spider or the beetle.

LESSON XLVIII.

in hĕr'it	ärch	trụe
hŏn'est (ŏn'est)	skīeş	blūe
sŭl'tan	stănd	fāme

HONEST AND TRUE.

1. Not many can stand in the sunlight,
'Neath skies ever arching and blue,
The children of fame and of fortune,
But all can be honest and true.

2. To inherit the kingdom of beauty,
May not be for me or for you;
It is much to be born in the purple,
But 'tis more to be honest and true.

3. It is pleasant to stand with the highest,
If only to share in their view;
To be friends with the best and the wisest,
But 'tis more to be honest and true.

4. We may not be wise as a Solon,
We may not be rich as the few,
Or as grand as a king or a sultan,
But let us be honest and true.

LESSON XLIX.

dą̲ugh'ter	lā'dy	frŏck
shŭd'der	nûrse	∈lâsp
mam mä'	cheeks	∈ôrn
boṣ̲'om	aunt (änt)	nĕck

FLORENCE DOMBEY.

1. Little Paul Dombey's foster-mother had led a lonely life herself, and carried the baby Paul through it for some weeks.

2. One day when she was sitting in her room, the door was slowly and quietly opened, and a dark-eyed little girl looked in.

3. It is Miss Florence come home from her aunt's, no doubt, thought the nurse, who had never seen the child before. "I hope you are well, miss," she said.

4. "Is that my brother?" asked the child, pointing to the baby.

"Yes, my pretty," answered the nurse. "Come and kiss him."

But the child, instead of coming forward, looked up earnestly into the woman's face, and said, "What have you done with my mamma?"

5. "Come nearer here, my dear miss! Don't be afraid of me."

"I am not afraid of you," said the child, drawing nearer; "but I want to know what they have done with my mamma."

6. "My darling," said the woman, "you wear that pretty black frock in remembrance of your mamma."

7. "I can remember my mamma," returned the child, "in any frock."

"But people put on black, to remember their friends when they're gone."

8. "Gone where?" asked Florence.

"Come and sit down by me," said the nurse, "and I'll tell you a story."

9. Florence laid aside the hat she had held in her hand until now, and sat down on a stool at the nurse's feet, looking up into her face.

10. "Once upon a time," the nurse began, "there was a lady, a very good lady, and her little daughter loved her dearly."

"A very good lady, and her little daughter loved her dearly," repeated the child.

11. The woman went on, "Who, when God thought it right that it should be so, was taken ill and died."

Florence shuddered.

12. "Died, never to be seen again by any one on earth, and was buried in the ground where the trees grow."

"In the cold ground!" said the child, shuddering again.

13. "No!" returned the nurse, "the warm ground, where the ugly little seeds turn into beautiful flowers, and into grass, and corn; and where good people turn into bright angels, and fly away to Heaven!"

14. The child, who had dropped her head, raised it again, and sat looking at her intently.

15. "So, when this lady died, wherever they

took her, or wherever they put her, she went to God! and she prayed to him, this lady did.

16. "She prayed him to teach her little daughter that she was happy in Heaven, and that she loved her little daughter still, and wished her to come there one day, never, never to part any more."

17. "It was my mamma," exclaimed the child, springing up and clasping the woman round the neck.

Then she sobbed and cried on the nurse's bosom, and her poor heart grew less sad as the hot tears ran down her cheeks.

WRITING EXERCISE XLIII.

Copy and learn—

Earth is not all tears and woe,
There are bright things here below;
There is verdure on our hills,
There is music in our rills;
There is fragrance in our air,
In our homes the dear and fair.

There is beauty in the forest,
When the trees are green and fair;
There is beauty in the meadow,
Where wild flowers scent the air;
Oh, the world is full of beauty,
When the heart is full of love.

LESSON L.

for gĕt′	prụne	plŏt	tēarṣ
tĕm′pest	glēam	spŏt	ẹlēar
sŭn′ny	därk	tĭnts	rōṣeṣ

THE SILVER LINING.

1. There's never a day so sunny
   But a little cloud appears;
   There's never a life so happy
   But has had its time of tears;
   Yet the sun shines out the brighter
   When the stormy tempest clears.

2. There's never a garden growing
   With roses in every plot;
   There's never a heart so hardened
   But it has one tender spot;
   We have only to prune the border
   To find the forget-me-not.

3. There's never a sun that rises
   But we know 'twill set at night;
   The tints that gleam in the morning
   At evening are just as bright;
   And the hour that is sweetest
   Is between the dark and the light.

WRITING EXERCISE XLIV.

Write these sentences and put nouns [names] in the blank places:

1. No ——— is without some ———.
2. Every ——— has some ——— growing.
3. Every ——— has at least one tender ———.
4. The ——— rises in the ——— and sets at ———.

LESSON LI.

oys'ter	sēa'ṣon	hĭn̆ġe	shōre
mŏl'lusks	drĕdġe	o͝ok	shĕll
bī'vălve	snāil	gŭlf	pēarl (pĕrl)

OYSTERS.

1. I think most people like to eat oysters, but not every one knows what an oyster is.

2. They are sometimes called shell-fish, because they live in the water and have hard shells. They are not fish any more than snails are.

3. They are called mollusks, as most animals are which have soft bodies enclosed in shells. Oysters are also called bivalves, because the shells are composed of two parts, and open and shut with a hinge.

4. One of the valves, or parts, of the oyster's shell is a little larger and deeper than the other, and, when the oyster is in the mud or water, it lies with the larger valve down. The shell is

rough and of a dark color on the outside, but is white and very smooth and pearly on the inside.

5. Oysters live in the warm and temperate waters of almost every sea and ocean, but are not found in the waters of the cold regions.

6. They live together in large numbers, sometimes covering the bottom of the sea for many miles. The places where they are found are called oyster-beds and oyster-banks.

7. People who live along the shores of bays and gulfs, or on the coasts of seas and oceans, plant oysters and make beds of their own. In this way they can have fresh oysters at any time.

8. Oysters increase very rapidly. It is said that a single oyster will produce several hundred thousand eggs during one summer, for the eggs are all laid in the warm part of the season.

9. Oysters are usually gathered by dredging. A dredge is made of a strong iron frame with a large, stout net fastened to it. The oyster-men, or fishermen as they are called, go out in boats.

10. When they reach the oyster-beds, the dredge is thrown overboard, with stout ropes attached, and lowered till it strikes the bottom of the sea.

11. The boat is then moved on, dragging the dredge, which scrapes along and catches the oysters in the net.

12. When the net is full, it is pulled up and emptied into the boat, and then let down again.

In some places men dive down to the bottom of the ocean, and bring up oysters in their hands.

13. There are at least sixty kinds of oysters. One very curious kind is called the Tree-oyster. It is found attached to the roots of some trees which grow close to the water.

14. The people cut off the roots loaded with oysters, and get all they want. Sometimes a single root holds as many oysters as a man can carry.

WRITING EXERCISE XLV.

Copy and learn—

He liveth long who liveth well!
All else is being flung away;
He liveth longest who can tell
Of true things truly done each day.

LESSON LII.

flow'erş	mĕd'i çine	ẽarth	ōak
lŭx'u ry	greāt	mŭch	fāith
mĭn'is ter	smạll	çē'dar	dĭm

THE USE OF FLOWERS.

1. God might have made the earth bring forth
Enough for great and small,
The oak tree and the cedar tree,
Without a flower at all.

2. Our outward life requires them not;
Then, wherefore, had they birth?
To minister delight to man,
To beautify the earth:

3. To comfort man,—to whisper hope,
Whene'er his faith is dim,
For Who so careth for the flowers
Will care much more for him.

LESSON LIII.

Cām'bridge	bōl'ster	trōōps
Wa'ter town	coŭp'le (kŭp'l)	drĕss
hôrse'băck	troŭb'le (trŭb'l)	dēal
hĕad'quar'ters	tō'ry	mīle
rĕ-e're ā'tion	ŏf'fi çer	stōle

A STORY OF GEN. WASHINGTON.

1. One pleasant morning in August, 1775, Gen. Washington set out on horseback, from his headquarters in Cambridge, for recreation. As was often the case, when taking exercise, he rode alone.

2. He had gone a couple of miles toward Watertown, when he saw an aged woman, sitting in the doorway of a little house, moaning piteously. He

stopped at once and inquired, "What troubles you, my good woman?"

3. "O, sir," was the reply, "some rebel soldiers have been here this morning, and stolen and destroyed everything in my garden. My husband is sick, and we have nothing but this garden to support ourselves during the coming winter."

4. "May I see your husband?" "Certainly. He is always glad to have any one call upon him."

5. Washington tied his horse to the fence, and

followed the woman into the house. He found a feeble old man, bolstered up in bed, and, on every side, evidences of extreme poverty.

6. For half an hour or more Washington conversed with this aged couple. He learned that they were bitter tories, and had two sons, their only children, among Gage's troops in Boston.

7. Before leaving, he took some money from his pocket and gave it to the woman, who accepted it with many thanks. Then he promised that Gen. Washington should be informed of the conduct of his soldiers.

8. "Gen. Washington!" exclaimed the woman; "he is our worst enemy, and will rejoice to know that any who sympathize with the British have been abused."

9. "I hope you are mistaken in regard to his disposition," said the General with a smile, as he left the house.

10. He immediately rode back, found out who the soldiers were, and ordered them to be brought before him.

11. "Are you the men," he asked sternly, "who disgraced the uniform you wear by plundering the garden of a defenceless woman?"

12. "She is a tory," was the answer. "So she told me," said Washington; "and also that her

sons are in the British army. But she is a *woman*, and for that reason, if for no other, is entitled to respect."

13. He then directed the officer, who had charge of the three men, to see that they fully paid the woman, and assured them that another offence of a like nature would not be dealt with so leniently.

14. Later, that same day, a woman came and asked to see Washington privately.

"Ask her to step in here," said he, laying aside the pen with which he was writing.

15. When the woman came in, he saw that she was the one whom he met on his ride.

She came up, laid her trembling hand on his arm, saying, "God bless you!"

16. Within two months, the woman's sons deserted the British troops, and enlisted in the American army, under command of General Washington.

17. They were won over to the side of liberty by the justice and goodness of the character and conduct of Gen. Washington.

WRITING EXERCISE XLVI.

Write answers to these questions in complete sentences:

1. Where is Cambridge? 2. Why was Gen. Washington riding? 3. Who were the rebel soldiers? 4. Who were the tories? 5. Who were the British?

LESSON LIV.

wạr′ble	ẹär′pet	hĕdġe
erĭm′ṣon	sprout	tŭfts
ẹow′slip	weight (wāt)	bụsh
tŏt′ter	dŭmb (dŭm)	blēat
lĭst′en (lĭs′n)	shāde	skĭp

A HYMN IN PROSE.

1. Come, let us go forth into the fields; let us see how the flowers spring; let us listen to the

warbling of the birds, and sport ourselves upon the new grass.

2. The winter is over and gone; the birds come out upon the trees; the crimson blossoms of the peach are seen, and the green leaves sprout.

3. The hedges are bordered with tufts of primroses and yellow cowslips, that hang down their heads; and the blue violets lie hidden beneath the shade.

4. The lambs are in the field; they totter by the side of their dams; their young limbs can hardly support their weight.

If you fall, little lambs, you will not be hurt; there is spread under you a carpet of soft grass.

5. The butterflies flutter from bush to bush, and open their wings to the warm sun.

6. The young animals of every kind are sporting about; they feel themselves happy; they are glad to be alive, and they thank Him who made them.

7. They may thank Him in their hearts, but we can thank Him with our tongues; we can praise Him better than they.

8. The birds can warble, and the young lambs can bleat, but we can open our lips in His praise, and can speak of all His goodness.

9. Therefore we will thank Him for ourselves,

and we will thank Him for those that can not speak.

10. Trees that blossom, and little lambs that skip about, if you could, you would say, "How good He is"; but you are dumb, and we will say it for you; we will offer thanksgiving and praise.

LESSON LV.

squir'rel	păd'dle	elĭng
făm'i ly	kĕr'nel	frȯnt
chĭs'el	bụsh'y	jạw
hŏl'lōw	gnạw (naw)	elạw
mī'grāte	pärk	tōe

SQUIRRELS.

1. There are many kinds of squirrels—some quite small, and some pretty large—but they all belong to one great family, and, in many things, they are all alike.

2. They all have two sharp, chisel-shaped teeth in each jaw, in front. On account of these teeth, and the use they make of them, squirrels are called gnawers.

3. Their tails are all of the same kind, although some are much larger and more beautiful than

others. The name Squirrel was given them because they have such long and bushy tails.

4. Years and years ago, before white people knew anything about America, the Greek boys called them Shadow-tails; and the Indian boys, who used to live where we now are, called them Tails-in-air.

5. They have five long, sharp toe-nails, or claws, on each hind foot, and four on each of the front feet. These claws help them in climbing trees, and in clinging to limbs and small twigs.

6. Their eyes are very bright, pretty, and twinkling; and the whole appearance of the squirrel is extremely graceful. All their movements are lively and spirited. They go leaping and skipping from tree to tree and limb to limb.

7. Squirrels make their nests usually in the hollows of decayed trees, or in the forks between the branches, high up from the ground. The nests are built of twigs, leaves, and moss, nicely woven together.

8. They live upon nuts, acorns, the tender shoots and bark of young trees, and upon corn whenever they can get it.

They do not eat the whole of the kernel, but only bite out the soft part, which farmers call the chit.

9. In autumn squirrels store away in the ground, or in holes near their nests, nuts, corn, and other food, for use during the winter. Large quantities are sometimes found in these store-houses.

10. The Gray Squirrel is one of the most beautiful of the family. When tamed, it makes a very amusing pet. In Philadelphia and in some other large cities, these squirrels are kept in the parks and public squares. Neither dogs nor boys are allowed to disturb them.

11. Strange stories are told about the journeys, or migrations, of some kinds of squirrels. They are said to march in armies of thousands, moving straight on through forests, and over rocks and mountains.

12. When they come to a river or lake, they wait for a pleasant day, and a gentle, fair wind. Then, as it used to be told, each squirrel selects a piece of bark, pushes it out into the water, seats himself on it, and, with his tail for a sail, crosses safely over.

13. This is a fine story, but I think it is only fiction. If they get over at all, it is by swimming and paddling, and many of them, no doubt, are drowned.

WRITING EXERCISE XLVII.

Copy and learn—

Downward sinks the setting sun,
Soft the evening shadows fall;
Light is flying,
Day is dying,
Darkness stealeth over all,
Good-night!

LESSON LVI.

mûr'mur	glo͞om	sāil	lŭs'ty
shăl'lō̆w	glânçe	la̤wn	hā'zel (hā'zl)
chăt'ter	wīnd	skĭm	nĕt'ted
grāy'ling	brĭm	trout	săn̈d'y

THE BROOK.

1. I chatter, chatter, as I flow
To join the brimming river;
For men may come, and men may go,
But I go on forever.

2. I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

3. I steal by lawns and grassy plots,
I slide by hazel covers,
I move the sweet forget-me-nots
That grow for happy lovers.

4. I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

5. I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses.

6. And out again I curve and flow
To join the brimming river,
For men may come, and men may go,
But I go on forever.

WRITING EXERCISE XLVIII.

Write a little story about what the brook did, and use the words *chatter*, *wind*, *steal*, and *slide*.

LESSON LVII.

bŏb'o lĭnk	līve'ly	jŏl'ly
frŏl'ic sŏme	crēam'y	făn'çy
in dŭs'tri oŭs	făsh'ion (făsh'un)	rŭs'set
Car o lī'nȧ	mĭs'tress	mēad

THE BOBOLINK.

1. In the spring and early part of summer, we see a very lively bird flying about in the fields.

He lights frequently on the very tip-top branch of some tall tree, and pours out a jolly, frolicsome song.

2. He wears the very finest of clothes, cut in the latest bird-fashion, and made up in fancy style. The body of his coat is black, trimmed and ornamented with a creamy white.

This bird is Mr. Bobolink.

3. He seems to be an idle fellow, with little or nothing to do, except to play and sing. But he is so full of fun and good-nature that every one likes him. Perhaps he is more industrious than we suppose.

4. Later in the season Mr. Bobolink lays off his fine clothes and puts on a very plain suit of russet brown. He gives up all his old tastes and habits, and sings no more gay songs.

5. Now he looks very much like his mate, Mistress Bobolink, and all the young Bobolinks. They have been wearing plain clothes all the spring and summer, and living in humble style.

6. In the fall, when the weather begins to grow cool, several families of these birds come together, and set out for the South. They stop a while in Pennsylvania, where they are called Reed-birds.

7. As the weather becomes still cooler, they go further South, and in the Carolinas the people call them Rice-birds, because they eat such large quantities of rice in the fields and swamps.

8. Mr. Irving says: "Of all the birds of our groves and meadows, the Bobolink was the envy of my boyhood. He crossed my path in the sweetest weather and in the sweetest season.

9. "Oh, how I envied him! No lessons, no task, no hateful school; nothing but holiday, frolic, green fields and fine weather."

10. Mr. Bryant says:

"Merriiy swinging on briar and weed,
Near to the nest of his little dame,
Over the mountain, river and mead,
Robert of Lincoln is telling his name;
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers,
Chee, chee, chee."

WRITING EXERCISE XLIX.

Write a short story about the Bobolink. Tell *when* he comes, *what* he wears, *what* he does, *where* he goes, and what other *names* he has.

LESSON LVIII.

măl'ĭçe	prīde	ġĕn'tle ness
hā'tred	ĕn'vy	com păs'sion
ăn'ġer	fū'ry	kīnd'ness

THE WAY TO CONQUER.

1. "I'll master it," said the ax, and his blows fell heavily on the iron; but every blow only made his edge more blunt, till he ceased to strike.

2. "Leave the work to me," said the saw; and with its rough, harsh teeth, he worked backwards and forwards on the surface of the iron, till they were all worn down or broken; then he fell aside.

3. "Ha, ha!" said the hammer; "I knew you wouldn't succeed; I'll show you the way." But at his first fierce stroke off flew his head, and the iron remained as before.

4. "Shall I try?" asked the soft, small flame. They all despised the flame; but he curled gently round the iron, and embraced it, and never left it till it melted under his mighty influence.

5. Many hearts, which are hard enough to resist the force of anger, the fury of pride, the malice of envy and hatred, grow soft and melt under the stronger power of gentleness, love, and compassion.

6. Speak to thy erring fellow-man,
But not in anger, blindly;
For he will learn the better plan,
If you but treat him kindly.
The soft word,
The kind word,
The good word and true,
Are streams of love,
Sent from above,
A mighty good to do.

WRITING EXERCISE L.

Copy and learn the stanza of poetry in the lesson.

LESSON LIX.

ɜçĭs'ẓorẓ (sĭz'zurs)	jăck'et	gōat
'ā'zor	bās'ket	skĭrt
nătch'et	trou'ẓerẓ	bĕlt
bŭck'le	stŏck'ingẓ	gŭn
pow'der	pouch'eẓ	shŏt

ROBINSON CRUSOE'S DRESS.

1. "I had a great, high, shapeless cap, made of goat's skin, with a flap hanging down behind to keep the sun from me, and to prevent the rain from running into my neck.

2. "I had a short jacket of goat's skin, with the skirts coming down to about the middle of the thighs, and a pair of trousers made of the skin of a very old goat.

3. "Stockings and shoes I had none, but I had made me a pair of somethings of most curious shape, which covered my feet, and protected them from injury when I walked upon sand and stones.

4. "I had a broad belt of dried goat's skin, which I drew together and fastened with two strings of the same skin, instead of buckles.

"And in a kind of frog upon one side I hung a little saw, and upon the other side a little hatchet.

5. "I had another belt, not so broad, and fastened in the same manner, which hung over my shoulder, and at the end of it, under my left arm, hung two pouches.

"These pouches were made of goat skin also, and in one of them I carried my powder, and in the other my shot.

6. "At my back I carried my basket, and on my shoulder my gun. Over my head I held a great, clumsy, ugly, goat's skin umbrella. Next to my gun this was the most necessary thing I had about me.

7. "As for my face, the color of it was really not so dark as one might expect from a man not at all careful of it, and living in a very hot country.

8. "I had once suffered my beard to grow till it was about a quarter of a yard long; but as I had scissors and razors, I cut it pretty short, except what grew on my upper lip, and this I trimmed into a large pair of whiskers.

9. "I went about in this kind of dress, but as there was no one to see me, it was of no manner of consequence how I looked, or what sort of figure I made.

"In England I should have been considered a frightful object."

WRITING EXERCISE LI.

Write answers to these questions:

1. What kind of a *cap* did Crusoe have? 2. What kind of a *jacket?* 3. What did he have upon his *feet?* 4. What can you tell about his *belts?* 5. Write what you can about the picture.

LESSON LX.

bŭt'ter-cŭps	bōld	bâre
dāi'şieş	stûr'dy	beâr
sprĭng'-tīme	hĕalth (hĕlth)	eâre

BUTTERCUPS AND DAISIES.

1. Buttercups and Daisies,
   Oh! the pretty flowers!
   Coming ere the spring-time,
   To tell of sunny hours.

2. While the trees are leafless,
While the fields are bare,
Buttercups and Daisies
Spring up everywhere.

3. Little hardy flowers,
Like to children poor,
Playing in their sturdy health,
By their mother's door;

4. Purple with the north wind,
Yet alert and bold,
Fearing not, and caring not,
Though they be a-cold.

5. What to them is weather?
What are stormy showers?
Buttercups and Daisies,
Are these human flowers!

6. He who gave them hardships,
And a life of care,
Gave them likewise hardy strength,
And patient hearts to bear!

7. Welcome, yellow Buttercups!
Welcome, Daisies white!
Ye are in my spirit
Visioned, a delight!

8. Coming ere the spring-time
Of sunny hours to tell;
Speaking to our hearts of Him
Who doeth all things well.

LESSON LXI.

ăn′swer (ăn′ser)	mo̱nk (mŭ̱nk)	erŏp
hon′ey (hŭn′y̆)	jŭdge	stōle
re plȳ′	sēize	drăg
trăv′el	grāze	tŭft

USING THE EYES.

1. One day a monk was traveling alone in the desert, when he met two merchants.

"Holy man," said one of the merchants, "we have lost a camel."

2. "Was he blind in his right eye and lame in his left leg?" asked the monk.

"He was," replied the merchants.

3. "Had he lost a front tooth?" asked the monk.

"Yes, he had," said the merchants.

4. "Was he loaded with wheat on one side, and with honey on the other?"

"He was," answered the merchants.

"Then I have not seen your camel," said the monk.

5. The two merchants were now very angry. They declared that the man must know all about the camel. They therefore seized him, and carrying him to the nearest town, dragged him before the judge.

6. The merchants told their story to this judge, who was inclined to think the monk knew more about the camel and the thieves than he chose to tell. However, he commanded the man to answer his accusers before he condemned him.

7. "How did you know the camel was blind of one eye?" asked the judge.

"I knew the animal was blind of one eye, because it had cropped the grass only on one side of the path," said the monk.

8. "How did you know it was lame in the left leg?" inquired the judge.

"I knew it was lame in the left leg, because I noticed that one of the foot-prints on that side was not so deep as those on the other," replied the man.

9. "How did you know the camel had lost a tooth?" asked the judge.

"Because," said the monk, "wherever it had

grazed, a small tuft of grass was left in the center of its bite."

10. "But how could you tell with what it was laden?" cried the merchants. "Tell us that."

"As to what the beast carried," answered the man, "the busy ants on one side, and the flies on the other, showed me that wheat and honey were its burden."

11. "And more than this, my friends," said he, "I think the camel has only strayed away, and is not stolen, as there were no marks of any footsteps, either before or behind it."

12. The judge listened very attentively to all the monk said, and then, turning to the merchants, bade them go and look for their camel.

They did so, and found the animal only a few miles from the spot whence it had strayed.

WRITING EXERCISE LII.

Copy and learn—

As long as there are wells and springs,
And clear, refreshing fountains,
As long as mighty rivers run
To ocean, from the mountains;
As long as seas give back to clouds
The rains that form the river,
We'll drink our draughts of water pure,
And bless the bounteous Giver.

LESSON LXII.

Gĕn'o a̲	Spāin	sāil'or	fĭf'teen
It'a̲ ly	bōats	wēav'er	fĭf'ty
Lĭs̲'bo̲n	bōld	voy'a̲ge	yēar
Pōrt'u ga̲l	fōur	vĕs'sel	pā'per

CHRISTOPHER COLUMBUS.

I.

1. Almost four hundred and fifty years ago, a cloth weaver, whose name was Columbus, lived in the city of Genoa.

This is a very old city, exactly how old no one can tell. It is built on the shore of a large gulf, in Italy.

2. When this cloth weaver lived, the people of Genoa had many ships, and were bold and brave sailors. The boys soon became excellent swimmers, and learned how to manage boats, and even large vessels.

3. This weaver had three sons and one daughter. Christopher was the eldest of the three boys. His father sent him to school, and gave him the best education he could in those times.

4. He worked, when he was not in school, in his father's shop with his brothers. At the age of fifteen he went on board a ship, under the command of one of his great uncles.

5. We do not know very much about his life as a sailor for several years, but we know that sometimes he was engaged in wars and battles. At one time the vessel in which he sailed was burned, and he saved his life by swimming, with the help of a piece of timber, six miles to the nearest land.

6. After this he went to Lisbon, in Portugal, where he married his wife, and lived several years, supporting himself and his family by making maps and going on some voyages.

His father-in-law was a sailor too, and when he died, he left all his papers and journals to Columbus.

7. By reading, and studying, and thinking, Columbus came to believe that the world is round; and that he could sail west and reach the same countries which people visited by sailing east.

8. He wished very much to go on a voyage himself, to prove that what he believed was really true. But he was poor; he had no ships, and he had no money to buy timber and iron, and pay workmen to build vessels for him.

9. Columbus concluded that his only hope was to find some king, or some rich men, who would furnish ships, and sailors, and money, so that he could make the voyage.

10. He first went back to his old home, and tried to persuade the people of Genoa to help him, but they refused. Then he asked the king of Portugal, and failed to get any aid from him. After that he begged the king of England to assist him, but with no better success.

11. At last he determined to go to Spain. His wife was now dead, and he had become very poor indeed. He set out to travel from Portugal into Spain on foot, with his little son, whose name was Diego.

12. He fell in with some good friends on the road, who supplied him with food and shelter, and gave him letters to the king and queen of Spain. But he made very slow progress toward the object which he had in view.

13. Many of the great men of Spain did not think as Columbus did about the shape of the earth, and they put all possible obstacles in his way.

Seven or eight years passed before the king and queen concluded to aid him.

LESSON LXIII.

Oc tō′ber	erų′el	crew
Au′gust	bĕr′ry	cärve
Frī′dāy	sĕv′en (sĕv′n)	bēach
In′dian (ĭnd′yan)	as sĭst′	flōat

CHRISTOPHER COLUMBUS.

II.

1. The king of Spain, at this time, was Ferdinand, and the queen's name was Isabella. The queen was a very lovely and excellent woman, and Ferdinand was better than most of the kings of that time.

2. They both liked Columbus, and wished to assist him, but even they were short of money.

They had been, for a long while, at war with the Moors, who lived in one part of Spain, and it costs a great deal to carry on a war.

3. Columbus waited until his patience was nearly gone; but at last the king and queen gave him three small vessels with crews, and provisions for one year.

4. No sailor now would dare to cross the Atlantic ocean in such ships as Columbus had. But they were the best, and indeed the only ones he could get.

5. He finally set sail on Friday, August 3, 1492, with one hundred and twenty persons in all the ships.

He stopped for a short time at the Canary islands, and then sailed away into an unknown ocean.

Many of the sailors wept, declaring that they should never see Spain again.

6. For days and weeks the ships held their course into the West, and came to no land. By and by the sailors began to murmur; soon they became disobedient and angry; at last they threatened to throw Columbus overboard, unless he would turn the vessels back toward Spain.

7. He was a wise man, and knew how to manage his terrified crews. In one way and another, he persuaded them to go on in the same direction for a little time longer.

At length pieces of carved wood floated near the ships and were picked up; a branch of some tree with red berries was seen, and birds came flying about the vessels.

8. At these signs of land the sailors grew more quiet and hopeful. A sharp lookout was kept, and at night a double watch was set. At two o'clock in the morning of Friday, October 12, land was discovered.

9. When the morning came, they saw a beautiful island whose shores were covered with forests. Among the trees were birds with feathers of the gayest colors, and along the water's edge ran crowds of nearly naked men and women.

10. Columbus first stepped on the beach. All knelt down and kissed the ground, thanked God with tears, and sang hymns of praise.

The natives looked on with wonder. They thought the Spaniards were gods, who had come down from heaven.

11. They soon discovered, however, that instead of being gods, these sailors were cruel, wicked men. Columbus himself treated the poor Indians

with humanity and kindness, but many of the other Spaniards made slaves of them, and hunted and killed them as if they had been only wild beasts.

12. Columbus returned to Spain after an absence of between seven and eight months. He was received with great honor and rejoicing. He afterward made three other voyages to America, and went through many hardships and misfortunes.

13. He was treated with much injustice and cruelty by some of the Spanish officers, and with base ingratitude by the king after the death of the good queen.

Columbus died at the age of seventy, a poor, broken-hearted, old man.

14. Even after death he was not allowed to rest quietly. He was buried at one place, and afterwards removed to another in Spain.

Some years later his bones were brought to Saint Domingo, and later still were carried to Havana.

WRITING EXERCISE LIII.

Write a story about Columbus, and tell *where* he lived when a boy, *what* he did, to what *country* he went, what he believed about the *world*, how he got the *ships*, and all about his *voyage*.

LESSON LXIV.

tĕmpt	gōld	sēre
strīve	mŏss	brown
glēam	tŏss	fōam
wāit	down	elĭng

FARTHER DOWN.

1. On the surface of the waters
   Gleams the foam, as white as snow.
   Idly tossing, useless, worthless,
   But the *pearls are far below.*

2. On the rocks and on the mountains,
   Cling the mosses, sere and brown,
   Seldom noticed, never gathered,
   For the *gold is farther down.*

3. There are treasures in the mountains,
   There are treasures in the sands,
   There are treasures in the ocean,
   There are treasures in all lands.

4. Never to be gained by wishing,—
   Tempting every soul to strive,—
   Only waiting for the brave hearts
   Not afraid *to dig or dive.*

LESSON LXV.

bal lōōn′	glōbe	vī′al
bŭb′ble	glŏb′ule	fĭlm
pĭtch′er	bŏt′tle	cȏrk
tŭm′bler	phī′al (fī′al)	găs

BUBBLES AND FOAM.

1. If we take a small glass bottle, or phial, and fill it about half full of water, put the cork in lightly, and then shake the phial thoroughly, we can see little bubbles come up through the water.

2. A bubble is a small portion of air enclosed in a very thin film or covering of water. This film holds the air just as a balloon holds the gas with which it is filled.

3. When the bottle is shaken, the air and water are mixed together, and the air rises in bubbles, because it is lighter than the water, just as the balloon rises in the air, because the gas, which fills it, is lighter than the air.

4. The film is so thin and weak that it usually breaks as soon as the bubble comes to the surface of the water, though sometimes the bubbles float about for a little while.

5. For some reason, which is not very well known, if a little soap is mixed with the water,

the film becomes a great deal stronger, and large bubbles can be made, which will float away in the air, and go up like a balloon.

6. These bubbles, which are formed when we shake the phial, are round like balls, and are called *globules.*

A large ball is called a globe, and a very small one—so small that it can not be handled—is a globule.

7. Whenever air is mingled with water, in any way, bubbles will appear.

If we pour water from a pitcher into a glass tumbler, bubbles will rise up in the tumbler, because some air is carried down with the water.

8. *Foam* is composed of a great number of bubbles collected together. The foam which you see on a glass of soda-water is a good example. In some places, on the surface of brooks and rivers, large masses of foam can be seen.

9. Such foam is usually produced in this way: The water, in the brook or river, runs over a rocky place and air gets mingled with it.

Then a large number of bubbles rise, and collect together, and float for a long time on the top of the stream.

WRITING EXERCISE LIV.

Copy and learn—

Have you ever watched a rill
Trickling down
Through a crevice of the hill
Bare and brown,—
Trickling, trickling, trickling bright,
Day and night?
Though it fall so soft and sweet
On the hard rock at your feet,
You will find a hollow there,
It has worn the rock away.
Gentle words fall thus, they say.

LESSON LXVI.

dĕbt (dĕt)	grief	tôrch	blĭss
åsk	need	līght (līt)	gĭve

DO IT.

1. If you've any task to do,
Let me whisper, friend, to you,
Do it.

2. If you've anything to say,
True and needed, yea or nay,
Say it.

3. If you've anything to love,
As a blessing from above,
Love it.

4. If you've anything to give
That another's joy may live,
Give it.

5. If you know what torch to light,
Guiding others through the night,
Light it.

6. If you've any debt to pay,
Rest you neither night nor day,
Pay it.

7. If you've any joy to hold
Next your heart, lest it grow cold,
Hold it.

8. If you've any grief to meet
At the loving Father's feet,
Meet it.

9. Whether life be bright or drear,
There's a message, sweet and clear,
Whispered down to every ear:
Hear it.

LESSON LXVII.

Con′cord (kŏn̄k′urd)	găl′lop	drŭm	town
Lĕx′ing ton	hās′ten (hās′n)	bēat	e̊ight (āt)
A mĕr′i can	wăg′on	shŏp	rīde
Brĭt′ish	stûr′dy	stōre	fīre

LEXINGTON AND CONCORD.

I.

1. Late one night in April, in the year 1775, eight hundred soldiers marched out of Boston.

At that time Boston was only a small town; now it is a large city.

2. These men went as quietly as possible, without the beating of drums, and with no loud talking. They did not wish the people in Boston to know anything about their movements.

3. But there were very sharp eyes and ears in that town, and they had been watching and listening in all the shops, and stores, and in the houses and streets. They had found out all about this secret march of the British troops.

4. They knew that the soldiers were going to Lexington and Concord to destroy some powder and guns, and some flour and other provisions, which the Americans had been collecting.

5. One man was already riding, as fast as his

horse could carry him, up the road toward Lexington, knocking at the doors of the houses, and shouting to everybody that the red-coats, as the English soldiers were called, were coming.

6. The men and boys sprang out of bed, dressed as hastily as they could, snatched up their guns and powder-horns, kissed their mothers, and wives, and sisters, and started for Lexington.

7. They had no red coats with bright buttons, nor fine caps with gay feathers; but they were strong and brave, and were not afraid to fight, and to die, if it was necessary, for their country and liberty. Some of them never came back alive; they were brought home dead and bloody.

8. By two o'clock in the morning of the nineteenth of April, more than a hundred of these sturdy farmers had come together on the common, near the meeting-house in Lexington.

9. Captain John Parker commanded them, and told them to load their guns with powder and balls. As the British had not yet reached Lexington, they were allowed to scatter about in the little village, with directions to come together again instantly, when the drum should beat.

10. During all this time, men were galloping through all the towns, in the neighborhood of Lexington and Concord, and the people every-

where were hastening, as rapidly as their feet or horses could go, to these places.

11. Before daylight they began to pour into the streets of Concord; and during the early hours of the morning the minute-men, as the American soldiers were then called, had gathered from every part of the surrounding country.

12. As soon as the news reached Concord that the British troops had left Boston, the people went to work with carts, wagons, and even wheelbarrows, and very soon a large part of the powder, flour, and other things, was taken away and safely concealed.

LESSON LXVIII.

mā′jor	ôr′ders	strĭet
căp′tain	căn′non	cheers
rĕb′el	băr′rel	răn̲ks
vĭl′lain	mûr′der	strŏng

LEXINGTON AND CONCORD.

II.

1. In the meantime, while the Americans were riding all over the country, ringing bells and firing guns, and the minute-men were hurrying to

Lexington and Concord, the British soldiers were marching rapidly toward the same villages.

2. It is ten miles from Boston to Lexington, and Concord is seven or eight miles farther on. Some time before sunrise they came in sight of Lexington common.

3. Sixty or seventy farmers, with loaded guns, were standing there. The English were eight hundred, and all trained soldiers. Captain Parker had given strict orders to his men not to fire first, and the British were so strong that they did not need to fire a gun.

4. Major Pitcairn, who was leading some companies of the red-coats, rode up toward the Americans, called them "villains" and "rebels," and ordered his soldiers to fire.

5. They did so, and eleven of the farmers were instantly killed, and nine others were wounded. It was not a battle; it was simply murder.

The Americans fired a few scattering shots, but no Englishman was much hurt.

6. The British stopped a short time, gave three cheers, and marched on toward Concord. They made a sad blunder, and cheered too soon.

The work of the day was only just beginning, and many of the poor fellows never saw Boston again.

7. The Americans were not frightened, as Major Pitcairn supposed they were, but they were very much excited, and terribly angry.

They did not run away to their homes and farms, as the British expected they would. They also shouldered their muskets and started for Concord.

8. About seven o'clock the English entered that village. They found very few stores to destroy. They spoiled two cannon; broke in pieces fifty or sixty barrels of flour, and threw five hundred pounds of balls into a mill-pond.

9. They did some damage to private houses, burned a liberty-pole, and set the court-house on fire. While they were thus going about the town, some minute-men met them at one of the bridges over the Concord River.

10. The British fired first, and killed two or three Americans and wounded others. The fire was returned, and about the same number of Englishmen were killed and wounded. This fight, which lasted only two or three minutes, is called the Battle of Concord.

11. It was now nearly noon, and the day was intensely hot for the month of April. The British soldiers were tired and hungry, for they had found no time to stop for breakfast.

12. They did not dare to remain longer in Concord, because they saw the Americans gathering about them on all sides, and knew very well that there would be more fighting soon.

13. There was nothing for them but to get back to Boston, with the greatest possible speed.

Near Lexington they met twelve hundred other soldiers, sent from Boston to help them.

14. All the afternoon the Americans followed them, and kept firing into their ranks from behind trees, walls, and buildings. Once in a while a sharp battle was fought. Some of the farmers were killed, and a great many of the British.

15. It was seven o'clock in the evening when the weary troops reached Charlestown. They rested over night on Bunker Hill, and the next day crossed the river, and returned to their quarters in Boston.

WRITING EXERCISE LV.

Write a pretty long story about *Lexington* and *Concord*, and tell in what *State* and in what *part* of the United States they are.

Tell who the British were and from what country they came, and all about the minute-men.

LESSON LXIX.

for gĭve′	elō′ver	wrŏng (rŏng)
lĕt′ter	vĕl′vet	hīde
bĕt′ter	lĕs′son (lĕs′n)	wrīte (rīt)

SEVEN TIMES ONE.

1. There's no dew left on the daisies and clover,
   There's no rain left in heaven;
   I've said my "seven times" over and over,
   Seven times one are seven.

2. I am old, so old I can write a letter;
My birthday lessons are done;
The lambs play always, they know no better,
They are only one times one.

3. O moon! in the night I have seen you sailing
And shining so round and low;
You were bright, ah, bright! but your light is failing.
You are nothing now but a bow.

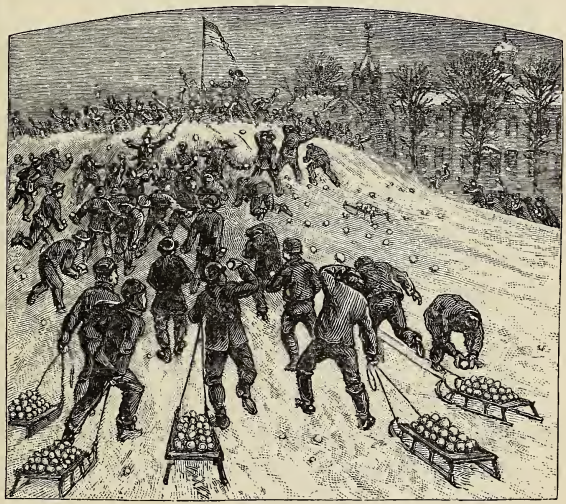
4. You moon, have you done something wrong in heaven,
That God has hidden your face?
I hope, if you have, you will soon be forgiven,
And shine again in your place.

5. O velvet bee, you're a dusty fellow;
You've powdered your legs with gold!
O brave marshmary buds, rich and yellow,
Give me your money to hold!

6. And show me your nest, with the young ones in it,
I will not steal it away;
I am old! you may trust me, linnet, linnet,
I am seven times one to-day.

LESSON LXX.

am mu nĭ'tion (nĭsh'un)	mȳr'i ad	mound
lieū tĕn'ant	sĕs'sion	fōrt
găr'ri son	ėŏn'test	blȧst
ėom'pa ny (kŭm')	hŭm'bŭg	rānġe
ma tē'ri al	flăx'en (flăks'n)	ėămp



A SNOW BATTLE.

I.

1. Winter had come. Jack Frost was no longer a humbug. The first boy out of the school-house

gave a shout, which passed from mouth to mouth till it became a cheer.

2. Down from a dull, gray sky came myriads of white snow-flakes. The ground was soon covered with snow, and the school divided into two opposing armies. It was now late in the afternoon, and the battle was put off until the next morning.

3. That evening was a busy one. All hands set to work preparing material and defences for the coming contest. On the highest spot in the school-grounds a snow-fort was built, and I was among those chosen to garrison the fort.

4. There was not a boy late the next morning. When the teachers arrived to open the school, they found all the scholars upon the play-grounds, rolling huge snow-balls.

5. The snow continued to fall through the forenoon; and when we went out at the close of the morning session, a beautiful fort of snowy whiteness stood ready for us, and from a mound in the center floated the battle-flag.

6. Our company took their places inside the fort. We could see the enemy gathered around their captain at their camp, some two hundred yards distant, with ammunition-sleds loaded with snow-balls. The lieutenant bore their battle-flag.

7. At a blast from a tin horn, on rushed the foe! They separated, and came in two divisions, approaching us from the left and right at the same moment.

"Now, boys!" cried our captain. "Don't throw a ball until they are within range."

8. Then, calling the pluckiest fellow among us—a flaxen-haired country boy—to his side, he whispered a word or two, and pointed to the flag in the enemy's camp.

9. The boy, who had been nicknamed "Daddy," on account of his old-looking face, slipped quietly over the rear wall of the fort, dodged behind a snow-drift, and was lost to sight.

LESSON LXXI.

çĕn'ter	pĕlt	märch
rīght (rīt)	pĭtch	fōrçe
lĕft	tŭm'ble	rŭsh
flăn̲k	pērch	flăg

A SNOW BATTLE.

II.

1. Forward marched the enemy, with their captain at the head of the division to the left, and

the lieutenant, with the battle-flag, in advance of the party on the right.

2. Having engaged our attention thus on the two flanks, where we stood ready to receive them, as they neared us, they rushed obliquely toward each other, and, by a quick and well executed movement, the two divisions united and advanced rapidly against our center.

3. It was in vain we pelted them with snow-balls. On they came, encouraged by a cheer from the teachers and some other spectators, who, by this time, had gathered near the school-house.

4. Three times had our noble captain been tumbled from his perch upon the mound in the center of the fort, when another cheer from the spectators announced something new in the battle.

5. Looking over the enemy, who were close to us, we saw "Daddy," with the colors of their camp in his arms, his tow hair flying in the wind, as he ran for dear life.

6. In an instant, the line of the enemy was all in confusion; some ran to head off "Daddy," while others, in their excitement, stood and shouted.

7. It was our turn now, and we pelted their broken ranks with our snow-balls till they looked like living snow-men.

8. There was another shout, and we looked around to find our captain down, and the hands of one of the other party just ready to grasp our flag. It was the work of a second to pitch the intruder upon his back outside the fort.

9. Then came the final tug of war. A rush was made to capture our standard; several of our boys were pulled out of the fort and taken prisoners. Again and again a number of the enemy, among whom was their color-bearer, gained the top of our breastworks.

10. Again and again they were tumbled off amid a shower of snow-balls, that forced them to retire to gain breath, and clear their eyes from snow.

11. Once their lieutenant, with the red-bordered battle-flag, had actually succeeded in reaching the mound upon which stood our colors, when a combined attack of our forces, which nearly made him a prisoner, drove him from the fort to gather strength for another rush.

12. "Daddy" was now a prisoner, and the recaptured flag again floated over the enemy's camp. Just at this moment the school-bell called us, fresh and glowing with exercise and healthful excitement, to our lessons.

13. The battle was left undecided, but a warm

south wind, which sprang up toward evening, leveled our fort to the ground, and the snow war was over for that time.

WRITING EXERCISE LVI.

Copy and learn—

He prayeth well who loveth well
Both man, and bird, and beast;
He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all.

LESSON LXXII.

cŏt′tage	rŭs′tic	cŭrl
clŭs′ter	wŏn′der	dwĕll
be nēath′	man′y (mĕn′ў)	glăd

WE ARE SEVEN.

I.

1. I met a little cottage girl:
She was eight years old, she said;
Her hair was thick with many a curl,
That clustered round her head.

2. She had a rustic, woodland air,
And she was wildly clad:
Her eyes were fair, and very fair;—
Her beauty made me glad.

3. "Sisters and brothers, little maid,
How many may you be?"
"How many? Seven in all," she said,
And, wondering, looked at me.

4. "And where are they? I pray you tell."
   She answered, "Seven are we;
   And two of us at Conway dwell,
   And two are gone to sea.

5. "Two of us in the church-yard lie,
   My sister and my brother;
   And, in the church-yard cottage, I
   Dwell near them with my mother."

6. "You say that two at Conway dwell,
   And two are gone to sea,
   Yet ye are seven! I pray you tell,
   Sweet maid, how this may be."

7. Then did the little maid reply,
   "Seven boys and girls are we;
   Two of us in the church-yard lie,
   Beneath the church-yard tree."

LESSON LXXIII.

kĕr′chief	grāve	knĭt (nĭt)
re lēase′	mōan	hĕm

WE ARE SEVEN.

II.

1. "You run about, my little maid,
   Your limbs, they are alive;

If two are in the church-yard laid,
Then ye are only five."

2. "Their graves are green, they may be seen,"
The little maid replied,
"Twelve steps or more from mother's door,
And they are side by side.

3. "My stockings there I often knit,
My kerchief there I hem;
And there upon the ground I sit,
And sing a song to them.

4. "And often after sunset, sir,
When it is light and fair,
I take my little porringer,
And eat my supper there.

5. "The first that died was sister Jane;
In bed she moaning lay,
Till God released her from her pain;
And then she went away.

6. "So in the church-yard she was laid;
And, when the grass was dry,
Together round her grave we played,
My brother John and I.

7. "And when the ground was white with snow,
And I could run and slide,
My brother John was forced to go,
And he lies by her side."

8. "How many are you, then?" said I,
"If they two are in heaven?"
Quick was the little maid's reply,
"O master! we are seven."

9. "But they are dead; those two are dead!
Their spirits are in heaven!"
'Twas throwing words away: for still
The little maid would have her will,
And said, "Nay, we are seven."

WRITING EXERCISE LVII.

1. Write, in your own words, the story of *The Snow Battle*, described in Lessons LXX and LXXI.
2. Describe the cottage girl.
3. Tell where each of the brothers and sisters were.
4. Tell what the little maid did near the graves.
5. What is a *church-yard?*
6. What is a *porringer?*

LESSON LXXIV.

pĕr′fūme	ca̤′lyx	blāde
co rŏl′là	sē′pal	pĭn̤k
fŭn′nel	pĕt′al	knŏb (nŏb)
pĭtch′er	stā′men	nŏtch
ŏb′lon̤g	pĭs′til	ga̤ud′y

FLOWERS.

1. Flowers are among the most beautiful things in the world. They are beautiful in form, and in

color; and some of them, on account of their odor, or perfume.

2. Flowers have as many forms as leaves have, but the forms are not just the same. A leaf has only a few parts, while a perfect flower has a large number.

3. By examining a flower you will learn all these parts very easily, and can remember them without much difficulty.

4. We have here a picture of the flower, or blossom, of a strawberry. If you get a fresh blossom from the garden it will be better for study.

5. On the outside of the flower there are five green, leaf-like blades. These are called *sepals*, and all together they are called the *calyx*. On nearly all flowers, as on the strawberry, the sepals are green. On a few flowers the color is different.

6. Inside the sepals there are five beautifully colored blades. The color does not show in the picture, but you can see it on the fresh blossoms.

7. These colored blades are named *petals*, and all together are called the *corolla*. The petals are the most beautiful part of flowers on account of their colors.

8. Inside the petals of some flowers you will find a number of little thread-like stalks standing up in a ring. On the end of each of these is a small, oblong knob, usually a little larger than the head of a pin. These threads and knobs are *stamens.*

9. In many flowers you will see other thread-like stalks, inside the ring of stamens, with round knobs. These are called *pistils.* Sometimes there is only one pistil. Stamens and pistils are not always found in the same flower.

10. In this Pink blossom, the ring of stamens can be seen, with one or two pistils. The margin of the petals is prettily notched, like the edges of some leaves. The sepals are all united together, so as to make a sort of green tube, with five teeth, or notches, at the top.

11. This Tiger-lily, with its spotted petals curled back, shows a number of stamens and one pistil. It is a large, coarse flower, with gaudy colors, but, on account of its size, the different parts can be easily examined.

12. Sometimes all the petals are united so as to make a funnel-shaped flower. The morning-glory is of this kind.

Some flowers are shaped like a pitcher, some like little bells, and others like a trumpet. In-

deed there is no end of strange and beautiful forms.

13. One more flower I wish you to examine—the pea-blossom. It is shaped very nearly like a butterfly, and is exceedingly beautiful. I suppose the reason why people take so little notice of it is, because peas are so very common. Many of the most common things are the most curious and wonderful.

WRITING EXERCISE LVIII.

Copy and learn—

Though your duty may be hard,
  Look not on it as an ill;
If it be an honest task,
  Do it with an honest will.

Do whate'er you have to do
  With a true and earnest zeal,
Bend your sinews to the task,
  Put your shoulder to the wheel.

Do your best, your very best,
  And do it every day;
You will all be sure to find
  That to be the wisest way.

LESSON LXXV.

jŭn′gleş (jŭng′gl)	tăn′gle (tăng′gl)	wāil′ingş
whĭsk′erş	ma jĕs′tic	ap pēaşed′
păn′ther	in çĕs′sant ly	

THE TIGER.

1. The tiger is found wild only in Asia. In our country, in Europe, and in Africa he is wholly unknown. He attains his greatest strength and size in the jungles of India. India may therefore be termed the kingdom of the tiger, as Africa is the kingdom of the lion.

2. Have you ever thought of the use which whiskers are to cats? Lions have great whiskers; and so have tigers, panthers, and all other animals of the cat tribe. Wherever you find an animal with whiskers like those of the cat, you may be sure that that animal is meant to steal softly among branches and thick bushes.

3. At the roots of the tiger's whiskers there are nerves, which make him feel the slightest touch. In this way he knows in a moment whether there is anything in his path which would make a noise and alarm his prey as he creeps through the gloomy jungle.

4. The wild-cat's whiskers were given her for a

life in the woods, the lion's for the woody mountains where he lives, and the tiger's for the tangled jungle where he dwells, until man comes to clear and cultivate the land.

5. In length the tiger varies from ten to twelve feet; and though not so majestic in appearance, he is a much more handsome looking animal than the lion. About twenty years is supposed to be the length of a tiger's life. The tigress has sometimes as many as five young cubs at a time.

6. She shows strong affection for her young, and is easily roused to great fury in their defense. Once two tiger-cubs were found in the jungle by a party of soldiers.

7. For safety, the cubs were shut up in a stable; but they yelled and cried incessantly. On the third or fourth night their wailings found a response. It was faint at first, but it speedily became fierce and loud, till it came to the very stable door.

8. It was the mother tigress; and such was her fury, that the soldiers, afraid of their lives, threw the cubs out from a window. The tigress was at once appeased, and fled back with her young ones to the jungle.

9. The tiger is an excellent swimmer, and has been known to swim to the flat-bottomed rafts

peculiar to the rivers of the East, and attack the men on board.

10. Once on this account a crew had to take to the small boat which was tied to their raft, and had to row ashore for their lives. The tiger was left to do as he pleased, and sad havoc he made. The raft gradually floated down the river until it came near the shore, and the tiger, leaping to the bank, was soon lost in the jungle.

LESSON LXXVI.

A mĕr′ĭ ca̤ — oys′ter ş — pälm′-tree (päm′-trē)
Af′rĭ ca̤ — nĭm′ble ness — bow′er (bou′er)
Asia (ā′shĭ a̤) — swa̤l′lōw

MONKEYS.

1. Among the attractive creatures in the forests of warm countries, none are more interesting than the troops of monkeys that sport in endless chase among the branches of the lofty trees.

2. They abound in the great forests of South America, in the countries and islands of Southern Asia, and in the wilds of Africa. Africa may be called the headquarters of the monkey tribe, for in that country they are very numerous.

3. In many respects monkeys are the true mas-

ters of the forests. Their rule is not disputed by the tiger or the lion. Their wonderful nimbleness enables them easily to escape from either; and they live high up on the tops of trees, beyond the reach of most of their enemies.

4. Serpents are about the only animals they have reason to dread. These make constant war upon them. Some of these serpents are of great size, and swallow monkeys almost as easily as they swallow birds. Others, not so large, watch for the time when the monkeys are asleep.

5. The buds of trees, fruits, roots, and plants form the principal food of these interesting creatures. They are fond of sweets, and have a great liking for the sweet juice of the palm-tree and the sugar-cane. When these supplies fail, they eat insects and worms; and sometimes those that live near the sea-shore eat oysters and crabs.

6. They get their oysters in a very cunning way. The monkey, when it reaches the sea-side, picks up a stick, and watches until it sees an oyster opening its shell. It then quickly thrusts the stick between the parts of the shell. The oyster is unable to close its shell again, and Mr. Monkey draws it out of the water, and eats his oyster at his leisure.

7. Among the many kinds of monkeys which

live in the forests of Africa, there is a very curious one, which builds a bower of branches and leaves to sleep in. A traveler seeing one of these nests, asked a native African if hunters in that part of the country were in the habit of sleeping in the woods.

He was greatly surprised to learn that this skillfully prepared nest was not a bed made by a man, but a nest made by a monkey.

8. These nests, or beds, are built about fifteen or twenty feet from the ground. This position is chosen so that the monkey will be safe from wild beasts. The nests are made of leafy branches, tied to the tree with the long stems of creeping plants. The tying is done so neatly, and the roof is so well made, that it is hard to believe that it is not the work of man.

LESSON LXXVII.

trĕaṣ′ūre	ēlō′ver	bŭnch
frā′grant	dọ̄′er	dū′ty

THE FOUR-LEAVED CLOVER.

1. They tell a story of a man
Who roamed the wide world over,

And spent his whole life trying
To find a four-leaved clover.

2. For this once found would bring him peace
And happiness forever,
And so he roamed and sought in vain;
He found the treasure never.

3. Till, coming home, a tired old man,
Discouraged and downhearted,
He threw himself upon the ground,
But quick again upstarted.

4. For there, before his own house-door,
And spread the whole field over,
Were growing fragrant bunches of
The long-sought, four-leaved clover.

5. Dear heart, there comes the truest joy
To those who seek it never;
And happiness, in duty's field,
Rewards the doer ever.

WRITING EXERCISE LIX.

Write this story in prose, and tell what it means.

LESSON LXXVIII.

hŭb′bŭb
tū′mult
eon fūṣ′ion
tĕr′ri ble
stee′ple
chûrch
ŏf′fi çer
sōl′dier (sōl′jer)
trōōps
swōrd (sōrd)
băt′tle
fōrt

BUNKER HILL.

1. One morning in June, in the year 1775, there was a great hubbub in the town of Boston. Very

early, when it was hardly light, some ships in Charles river began to fire great guns. The noise waked up all the people.

2. Soon the streets were full of men, running about and asking, what had happened, and what was going to be done.

3. They climbed up on trees, and on the roofs of the houses, and on the steeples of the churches, so as to see what all the confusion was about.

4. Before sunrise the bells were ringing, and officers were riding, this way and that, as fast as their horses could carry them; and, within a short time, soldiers were marching through the narrow streets.

5. All this tumult came from the fact that a thousand men had been at work, during the previous night, on a little hill over in Charlestown. They had been digging ditches, and piling up stones and earth to make a fort.

6. These men were American soldiers, who had marched, very quietly, from Cambridge the evening before. General Putnam and Colonel Prescott, and other brave officers were there to tell them what to do, and how to work to the best advantage.

7. There were large numbers of British soldiers in Boston, and the Americans wished to drive

them away out of the town, and out of the country.

It was for this purpose they were building the fort on Bunker Hill.

8. The British did not intend to be driven out, and so they determined to drive the American soldiers off from the hill. They saw that the fort was becoming stronger and stronger, and that it must be attacked at once.

9. General Gage commanded the English troops, and he ordered three or four thousand men to cross the river, and drive the Americans away. They went over in large boats, and landed, at the foot of the hill, about noon.

10. They stopped a little while to rest and to eat a hasty dinner, and then began to march up the hill.

They looked very proud and grand, all dressed in red coats, with shining guns and bright swords. Some of them expected the Americans would be frightened, when they saw them coming, and would run away without fighting.

11. But they soon found that the men on the hill were not afraid, and did not think of running. A terrible battle took place, which is called the Battle of Bunker Hill. More than a thousand British soldiers were killed or wounded,

and between four and five hundred of the Americans.

12. All this happened on the seventeenth of June, in the year 1775. It was a beautiful day; but when the sun went down there were a great many poor, bleeding men lying scattered all over the hill, who were well, and strong, and happy in the morning.

WRITING EXERCISE LX.

Copy and learn—

Little things, yes, little things
  Make up the sum of life;
A word, a look, a single tone
  May raise or calm a strife.

One little act of kindness done,
  One little kind word spoken,
Has power to make a thrill of joy,
  E'en in a heart that's broken.

Then let us watch these little things,
  And so regard each other
That not a word, or look, or tone
  Shall wound a friend or brother.

LESSON LXXIX.

ar rānġe'ment	ĕn'ġĭne (ĕn'jin)	tu̇r
em ploy'ment	ex pĕnd'	plāgue (plāg)
con nĕc'tion	com plēte'	scrāpe
ex ăct'ly	ex ērt'	stāve

LOADING A BOY.

1. On board a steamboat one day Mr. Kennedy came and took a seat on a settee where Mr. George was sitting, and began to talk about his boy Waldron. "He is the greatest plague of my life," said he.

2. "I do not know what I shall do with him. He is always getting into some mischief. I have just shut him up in the state room, and I am going to keep him there till we leave the boat.

3. "But it will do no good. It will not be an hour after he gets out, before he will be in some new scrape. You know a great deal about boys. I wish you would tell me what to do with him."

4. "I think, if he was under my charge," said Mr. George, very quietly, "I should load him."

"Load him!" repeated Mr. Kennedy.

"Yes," said Mr. George. "I mean I should give him a load to carry."

5. "I don't understand, exactly," said Mr. Kennedy. "What is your idea?"

"My idea," replied Mr. George, "is that a growing boy, especially if he is full of life and activity, is somewhat like a steam engine.

6. "A steam engine must always have a load to carry—that is, something to employ the force which it can exert, or else it will break itself to pieces.

"The force will expend itself on something—on mischief if it has no other employment.

7. "Here, now, is the engine of this boat. Its force is conducted to the paddle-wheels. It has full employment in turning these wheels against the water. This work is its load.

8. "If this load were taken off—for example, if the steamer were to be lifted up out of the water, so that the wheels could spin round in the air—the engine would very soon stave itself to pieces, for want of having anything else to do.

9. "Now it is, in some sense, the same with a boy whose powers are in good condition. These powers must have employment; and if they do not find it in doing good, they will be sure to find it in some kind of mischief."

10. "Well," said Mr. Kennedy, "there is a great deal in that; but what is to be done? You can

not employ such a boy as Waldron; there is nothing he can do. I wish you would take him, and see if you can load him, as you call it. Take him with you on this tour which you are making in Scotland."

11. The arrangement was soon completed, and the mischievous boy was put in Mr. George's care.

He was delighted with the change, although he was kept very busy with all sorts of duties, in connection with another boy who was in the same party.

12. The two boys were allowed to look out for the baggage, to engage cabs, to hunt up hotels, to go on short journeys by themselves, and to do hundreds of other things.

13. The result was that Waldron's powers were so fully occupied, in a useful way, that he very seldom found time to get into mischief. It was proved that it is good for a boy to be loaded, or to have some work to keep him busy.

WRITING EXERCISE LXI.

Let all the scholars in the class write a short account of the work which they have to do.

LESSON LXXX.

strēam'lets	bound'less	rĭlls
bĭl'lōws	←om pōse'	prŏf'it

LITTLES MAKE THE GREAT.

1. Little rills make wider streamlets;
   Streamlets swell the river's flow;
   Rivers join the ocean billows,
   Onward, onward as they go.

2. Life is made of smallest fragments,
   Shade and sunshine, work and play;
   So may we, with greatest profit,
   Learn a little every day.

3. Tiny seeds make boundless harvests;
   Drops of rain compose the showers;
   Seconds make the flying minutes,
   And the minutes make the hours.

4. Let us hasten then and catch them
   As they pass us on the way;
   And with honest, true endeavor,
   Learn a little every day.

WRITING EXERCISE LXII.

Write the lesson about "Littles" in your own words in prose.

LESSON LXXXI.

Săx'onş	sŭb'jects	pō'emş
Dānes	re çīte'	prīze
Lon'don	dis guīse'	härp
Lăt'in	pĕaş'ant	folkş (fōks)
Greek	in stĕad'	bāke

ALFRED THE GREAT.

1. There was once in England a king called Alfred the Great. He was a wise man and a good

king, and was very much beloved by the Saxon people.

2. At that time there were very few schools, and very few books of any kind. A single book cost a large sum of money, so that only rich folks could have books.

3. This Alfred, even when a very young boy, was fond of hearing poems read or repeated, and would soon learn all which he heard, so that he could recite them himself.

4. His mother, who was then queen, offered to give a book of poems to that one of her sons who would first learn to read it readily and correctly.

5. Alfred won the prize very easily, and afterwards learned to read Latin and Greek, which only a few people understood in those days.

When he became king he wrote a number of good books, and made his subjects send their children to school.

6. In Alfred's time England was greatly troubled by the Danes, who came over in ships from Denmark, burned many towns and cities, and killed many of the people. Alfred was obliged to make war against these Danes.

7. Two or three times he conquered them in great battles, and they promised to leave the country and go back to Denmark, but they did

not keep their word. More Danes came over, and Alfred and the Saxons were badly beaten.

8. King Alfred was then compelled to disguise himself in the dress of a poor man, and to hide away in the forests and swamps.

Very few of the Saxons knew where he was, and the Danes supposed he was dead.

9. At one time he stopped for several weeks in the cottage of a peasant. The man's wife did not know who he was, and one day she told him to take care of some cakes which she had put before the fire to be baked.

10. Alfred was busy making a bow and some arrows, which people used then instead of guns, and forgot all about the cakes, so that they were sadly burned.

When the woman came in, she gave the king a severe scolding, saying that he liked to eat cakes, but did not know enough to bake them.

11. Soon after this he collected some of his soldiers and prepared to fight the Danes again.

But he wished first to see for himself what condition the Danes were in, and whether he could hope to beat them.

12. So he dressed himself as a harper and went, with his harp, into their camp. He stayed there some days, singing songs to them, and learning

all that he could. He found that they thought themselves quite safe, and kept very careless watch.

13. As soon as he had found out what he wished to know, he went away, and soon after attacked and defeated the Danes in another great battle. When peace was secured, Alfred rebuilt London and other cities which the Danes had destroyed. After this he lived happily for many years, and made a great number of good laws.

WRITING EXERCISE LXIII.

Write and learn—

1. The wolf changes his hair every year, but remains a wolf still.

2. It is better to refuse to quarrel than to make it up afterward.

3. Our greatest glory is not in never falling, but in rising every time we fall.

4. Every man stamps his value on himself, and is made great or little by his own will.

LESSON LXXXII.

con tĕnt′	lăd′der	mount
de gree′	ăn̲x′ioŭs (ăn̲k′shus)	bound
de s̲īre′	pa̲u̲se	round
in spīre′	strīve	zēal

CLIMBING.

1. Not at a bound,
   But round on round,
   Up the ladder we're climbing!
   Striving to aim at something higher,
   Striving to win the heart's desire,
   With noble zeal the soul to inspire:
   Up the ladder we're climbing.

2. Each step we count
   The while we mount,
   Up the ladder we're climbing!
   Ladder of learning, ladder of fame,
   Ladder of wealth, it is all the same;
   Up the ladder we're climbing.

3. Pause though we may,
   Yet every day
   Up the ladder we're climbing!
   Not content with a low degree,
   Anxious still at the top to be,
   Hand over hand, continually
   Up the ladder we're climbing!

WRITING EXERCISE LXIV.

Write sentences and name the different kinds of ladders, and tell how to climb them.

LESSON LXXXIII.

nīght'in gale (nīt'in gāl)	fâir'y	fēast
im mē'di ate ly	spĭn'dle	guĕst
ō ver hēar'	ēarth'en	piērçe
kĭng'dŏm	mŭt'ter	grănd
prĭn'çess	păl'açe	un dọ'
grāçe'fụl	tow'er	ĕst'ly

THE SLEEPING PRINCESS.

I.

1. In a far-off country a very rich king and queen once lived. For a long time they had no children, but after many years, a little daughter was born to them.

2. The coming of this little girl gave the king and queen much joy, and they made a grand feast, such as had never been seen before in their kingdom.

3. In those days wise little people, called fairies, were found in that part of the world. Seven of these, all that the king could learn about, were invited to this feast. The king hoped that each one of the fairies would bestow some good gift upon the young princess.

4. Very costly and beautiful dishes of pure gold, and a knife, and fork, and spoon, also of

gold, were prepared and placed upon the table, for each of the seven.

5. Just as all the guests had taken their seats, a very old fairy came into the dining-hall. She had not been invited, because no one had seen her for fifty years, and it was supposed that she was dead.

6. She was at once provided with a seat at the table, and a dish was brought for her. This dish was of common earthen-ware, as the king had no more gold ones. The old fairy was angry, and muttered some ugly words, which one of the young fairies overheard.

7. This good fairy feared that some harm would happen to the pretty baby from the words of the angry old stranger. So she slipped away and hid herself behind the curtains, in order that she might speak last, and undo the evil, if any was done.

8. When the eating and drinking were over, the fairies came up in turn to offer their good wishes to the little princess. Unlike many wishes, it is said that these were sure to prove true.

9. The first fairy wished the little child might become the most beautiful woman in all the world; the second, that she should be very wise; the third, that she might be perfectly graceful;

the fourth, that she should sing like the nightingale, and so on to the seventh.

10. Finally the old fairy's turn came. She wished, with an angry shake of her head, that when the little princess had grown up, and had learned to spin, as all ladies did in those times, she might prick her finger with a spindle and die.

11. This horrid wish made all the company tremble and weep.

Then the good young fairy appeared from behind the curtain, and said, "Do not weep; for although I have not power to undo fully what has been wished, I can turn away much of the harm.

12. "The princess will indeed pierce her finger with a spindle, but she shall not die. She shall only sink into a sleep which will last a hundred years. Then the son of a great king shall come and awake her, and she shall live long and happily."

13. The king hoped to prevent his daughter's doom by forbidding all persons to spin in his kingdom, or to have any spinning-wheels in their houses. But this was all in vain, since the fairy's wish was sure to come true.

14. One day, when the princess had reached the

age of fifteen, she wandered away up into a little room in the top of one of the towers of the palace, where she found a very old woman who had not heard of the king's order.

15. This aged lady was busy with her spinning-wheel. "Let me try if I can spin," said the princess. She had no sooner taken the spindle than she pierced her finger with the sharp point, and fell immediately on the floor.

LESSON LXXXIV.

măġ'ic	roy'al	dis trăct'
căs'tle (kăs'l)	couch	chām'ber
ġī'ant	häunt	gär'ment
wand (wŏnd)	dwĕlt	ĕf'fort (ĕf'furt)

THE SLEEPING PRINCESS.

II.

1. All efforts to restore the wounded princess proved to be vain. The king and queen were almost distracted, but they could do nothing. There the young girl lay, sleeping and looking as beautiful as an angel.

2. The good young fairy, who had wished last, and so saved the princess from death, came and

touched, with her magic wand, everybody and everything in the palace, except the king and queen, and put them into a sound sleep for the hundred years.

3. The king and queen kissed their sleeping daughter, and went immediately away from the palace, giving orders that nobody should come near the place. The command was not necessary, for in a few minutes a wood grew up about it so thick that no one could pass through.

4. After a time the king and queen, and everybody who knew about the princess and the palace, died. Before the hundred years came to an end, another royal family ruled over the kingdom.

5. One day this king's son, with a large number of friends and servants, happened to be out hunting near the forest, in which stood the palace where the sleeping princess lay.

6. He inquired about the wood, and about a tower, the top of which he could just see above the tall trees. Nobody knew anything about them. Each one told what he had heard.

7. One said the castle was haunted; another declared that witches lived there; others said a great giant dwelt in the place, and that he caught young boys and girls and ate them.

8. At last an old man came who said that, when he was a boy, he heard his grand-father tell his father that a most beautiful princess lay sleeping in this tower, and that she was to sleep a hundred years, until a king's son should come to wake and marry her.

9. On hearing this, the young prince, who had the spirit and courage of a hero, sprang from his horse, and began to force his way, on foot, through the thick wood.

10. To his great wonder, the stiff branches bent aside, and the sharp thorns drew back to allow him to pass through, but they closed up behind him so quickly that no one could follow. He pressed his way on alone toward the tower.

11. As he came near it, he saw men and horses, lying all about on the ground, fast asleep. He entered the palace, and found gentlemen and ladies sleeping in the halls and chambers, some standing, some sitting, and some on couches and beds.

12. All the furniture, and the garments of the people, were of odd and strange fashions, but everything seemed fresh and new. Not a particle of dust, or a spider's web could be seen anywhere. The ladies and gentlemen all looked young, and fresh, and fair.

13. Going on and on, the prince came, at last, to an inner chamber. Here he saw a young girl of wonderful beauty, sleeping on a bed covered with the richest and most costly clothing.

14. The prince approached and knelt beside the couch. The hundred years had ended.

The princess awoke. "Is it you, my prince?" she said. "I have waited for you a long, long time."

15. Instantly, as soon as the princess spoke, the gentlemen and ladies, the servants and horses were

awake. The palace and yard was full of busy life.

16. The same evening the Sleeping Princess and the king's son were married. It is said that they lived long and happily together, and became very wise and good.

LESSON LXXXV.

stŭm'ble	drēar'y	pŏl'i çy
hŭm'ble	wēa'ry	fă-e'tion
ĕŭs'tom	ĕŭn'ning	guĭlt'y
eoŭr'aġe	făsh'ion (făsh'un)	ğuīde (ğīd)
flŭt'ter	păs'sion (păsh'un)	fiēnd
brāve'ly	a bīde'	whĕth'er

TRUST IN GOD AND DO THE RIGHT.

1. Courage, brother! do not stumble,
Though thy path is dark as night;
There's a star to guide the humble,
Trust in God and do the right.

2. Let the road be long and dreary,
And its ending out of sight;
Foot it bravely—strong or weary,
Trust in God and do the right.

3. Perish "policy" and cunning,
Perish all that fears the light;
Whether losing, whether winning,
Trust in God and do the right.

4. Trust no party, trust no faction,
Trust no leaders in the fight;
But in every word and action
Trust in God and do the right.

5. Trust no forms of guilty passion,
Fiends can look like angels bright;
Trust no custom, school, or fashion,
Trust in God and do the right.

6. Some will hate thee, some will love thee,
Some will flatter, some will slight;
Turn from man, and look above thee,
Trust in God and do the right.

7. Simple rule and safest guiding,
Inward peace and inward light;
Star upon our path abiding,
TRUST IN GOD AND DO THE RIGHT.

ARTICULATION

Exercises upon this chart should accompany and form a part of the reading lessons.

Pupils should be required to select and mark other words for practice, using these merely as guides in their work.

PHONIC CHART

VOCALS.

ā,	as	in	lāte,	āte.	ō,	as	in	e͞old,	ōld.
ä,	"	"	färm,	ärm.	ŏ,	"	"	rŏd,	ŏdd = ạ
ạ,	"	"	fạll,	ạll.					
ă,	"	"	măt,	ăt.	ū,	as	in	fūṣe,	ūṣe.
â,	"	"	fâir,	âir.	ŭ,	"	"	e͞up,	ŭp.
å,	"	"	tåsk,	åsk.					
ạ,	"	"	whạt	= ŏ.	oi,	as	in	boil,	oil.
ē,	as	in	rēve,	ēve.					
ĕ,	"	"	fĕll,	ĕll.	ou,	as	in	shout,	out.
ĕ,	"	"	hĕr,	ĕrr.					
ī,	as	in	mīçe,	īçe.	o͞o,	as	in	to͞ol,	e͞o͞l.
ĭ,	"	"	mĭll,	ĭll.	o͝o,	"	"	to͝ok,	lo͝ok.

CONSONANTS

COGNATES ARE ARRANGED OPPOSITE EACH OTHER

SUB-VOCALS.				ASPIRATES.			
b,	as	in	eăb.	p,	as	in	lĭp.
d,	"	"	lăd.	t,	"	"	măt.
g̃,	"	"	dŏg̃.	k,	"	"	ärk.
j,	"	"	jŭg̃.	ch,	"	"	chĭn.
v,	"	"	vīne.	f,	"	"	fa̤ll.
z,	"	"	zĕst.	s,	"	"	sŭn.
z,	"	"	ăzure (zh).	sh,	"	"	shŭn.
th,	"	"	thĭs.	th,	"	"	thĭn.
				h,	"	"	hăt.
l,	as	in	lĕt.				
m,	"	"	măn.				
n,	"	"	eăn.				
r,	"	"	răt.				
w,	"	"	wĭt.				
y,	"	"	yĕt.				
ng,	"	"	sĭng.				

SOME SUBSTITUTES AND EQUIVALENTS.

āi,	as	in	āil, nāil,	= ā, as in āte.
āy,	"	"	dāy, māy,	
eā,	"	"	breāk, steāk,	
e̤i,	"	"	e̤ight (āt),	
e̤y,	"	"	the̤y, pre̤y,	

âi,	as	in	âir, fâir,	= **â, as in eâre.**
ê,	"	"	êre, thêre,	
eâ,	"	"	weâr, beâr,	
êi,	"	"	*h*êir, thêir.	

ạu,	as	in	ạught, eạught,	= **ạ, as in ạll.**
ạw,	"	"	ạwe, sạw,	
ô,	"	"	fôr, eôrn,	
ôu,	"	"	ôught, bôught,	

ēa,	as	in	ēat, bēat,	= **ē, as in ēve.**
ēe,	"	"	bēe, fēed,	
ēi,	"	"	eon çēit′,	
ēy,	"	"	kēy,	
iē,	"	"	griēf, chiēf,	
ï,	"	"	fa tïgue′,	

ĕa,	as	in	ĕarth, lĕarn,	= **ĕ, as in hĕr.**
ĭ,	"	"	sĭr, bĭrd,	
û,	"	"	ûrn, tûrn,	
o,	"	"	work (wûrk),	

ȳ,	as	in	flȳ, drȳ,	= **ī, as in īce.**
y̆,	as	in	my̆th	= **ĭ, as in pĭn.**

ōa,	as	in	ōar, bōat,	= **ō, as in ōld.**
ōo,	"	"	dōor, flōor,	
ōw,	"	"	sōw, blōw,	
ew,	"	"	sew (sō),	

o͝o,	as	in	do͝, mo͝ve,	= **o͝o, as in e o͝o l.**
o͝u,	"	"	yo͝u, thro͝ugh,	
u͝,	"	"	ru͝de,	

ọ, as in wọlf, wọm′an,
ọu, " " eọuld, wọuld, } = o͝o, as in lo͝ok.
u̱, " " fu̱ll, pu̱ll,

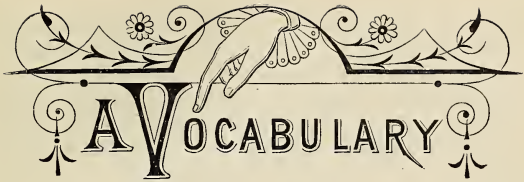
eaū, as in beaū′ty (bū′tў),
ew, " " few, new, (fū, nū), } = ū, as in ūse.
iew, " " view (vū),

ȯ, as in sȯn, eȯme,
ȯu, " " rȯugh (rŭf), } = ŭ, as in ŭp.

oy, as in boy, joy = oi, as in oil.
ow, as in now, fowl = ou, as in out.

---

gh, as in lăugh (lăf)
ph, " " eam phor } = f, as in fa̱ll.
x̱, " " ex̱ ăet′ = gz.
ġ, " " ġĕm = j, as in jär.
e, " " eāke
eh, " " ehā′os } = k, as in ärk.
qu, " " pïque
qu, " " quart = kw.
x, " " box = ks.
ṉ, " " fĭṉ′ger = ng.
ç, " " çĕll, çĕnt = s, as in sĕt.
çh, " " çhāise
ti, " " mō′tion } = sh.
ua, " " per suāde′ = wa.
s̱, " " wa̱s̱, hăs̱ = z.



OF SOME OF THE MORE DIFFICULT WORDS USED IN THIS READER.

EXPLANATIONS.

n. means a noun.
v. " " verb.
a. " an adjective.
p. means a participle.
adv. " an adverb.

The figures enclosed in the curved lines indicate a lesson in which some form of the word is used.

The writing exercise, following the reading lesson, is, in this case, considered a part of the lesson.

A.

ăb'sençe, *n.* (15), being away.
ăc'çents, *n.* (45), tones of the voice; words.
ac quāint'ed, *p.* (35, 46), to know.
ad vânçe', *n.* (71), before the others; in front.
ad vânçed', *v.* (71), moved forward.
ad vân'tage, *n.* (41), means of getting the better of another.
ad'ver tised', *p.* (44), made well known.
a lērt', *a.* (60), very active.
al mīght'y, *a.* (15), one who has all power.
al tĕr'nate ly, *adv.* 41), in turn; first upon one, then upon the other.
am mu nĭ'tion (-nĭsh'un), *n.* (70), here snow-balls; usually powder, shot, balls, etc.
ān'cient (ān'shent), *a.* (20), very old.
an nounçe', *v.* (71), to make known.
an noy', *v.* (44, 47), to trouble; to vex; to tease.
ăn'te-rōōm, *n.* (37), a small room through which one goes to another room.
ap pēar'ançe, *n.* (35, 38), look; manner.
ärch'i tect, *n.* (31), one who makes the plan of the building.
är'my, *n.* (70), a large number of soldiers.
ar rānge'ment, *n.* (78), plan; way of putting things.

ar rī′val, *n.* (35), coming to a place.

är′ti cle (är′tĭ kl), *n.* (43, 44), thing; one of a number of things.

as sĕm′bly, *n.* (35), a number of persons met together in one place.

as sĭst′, *v.* (15, 35), to help; to aid.

as sĭst′ançe, *n.* (40, help; aid.

as tŏn′ished, *p.* (43), very much surprised.

as tŏn′ish ment, *n.* (43), great surprise; wonder.

at tāin′, *v.* (35), to reach; to gain.

at tăch′, *v.* (51), to fasten to something.

at trăct′, *v.* (47), to draw to; to invite.

B.

băck′ward, *a.* (15), not willing or ready; late.

băt′tle-flăg, *n.* (74), a flag carried in battle.

bēams, *n.* (36), rays or lines of light.

beaū′ti fy, *v.* (52), to make beautiful.

be seech′, *v.* (24), to ask earnestly.

be wâre′, *v.* (8), to be very careful about.

blĕss′ing, *n.* (41), great good or happiness.

blōōm, *v.* (17), to bear blossoms; to blossom.

bŏl′ster, *v.* (53), to support with a pillow.

bounçe, *v.* (2), to jump quickly.

bow′er, *n.* (19), a small place over which shrubs or vines grow.

brăm′bly, *a.* (56), full of brambles.

brĕast′work, *n.* (71), something built up as high as the breast for protection.

breez′y, *a.* (43), where the winds blow.

brĭm, *v.* (56), to be full to the brim or edge.

C.

căb, *n.* (78), a small covered carriage.

cănnon, *n.* (68), a very large gun.

căp′tain, *n.* (71), the leader of a company.

căpt′ūre, *v.* (40), to take by force.

chăl′içe (chăl′is), *n.* (36), a cup.

chăt′ter, *v.* (56), to make confused sounds; to talk very fast.

cheer′y, *a.* (7), cheerful; full of life.

chiēf, *n.* (43), one who leads; a head man.

çĭt′i zen, *n.* (53), one who has the right to vote; any one who lives in a city, or town, is called a citizen of that place.

clĭ′măx, *n.* (17), the worst thing of all; the highest.

clŭs′ter, *v.* (72), to come close together; to hang in clusters.

cŏl′ors (kŭl′urs), *n.* (71), a flag.

cŏl′or-beâr′er, *n.* (71), the person who carries the flag.

-com păs'sion (-păsh'un), *n.* (24, 58), pity; sympathy.

-com pōṣed', *p.* (20), made up of; put together.

-con elūd'ed, *v.* (6, 62), decided; fully made up the mind.

-con dĕmn' (-dĕm), *v.* (61), to decide against; to blame.

-cŏn'gre ga'tion, *n.* (35), a collection of people.

-con nĕ-e'tion, *n.* (78), in company with.

-cŏn'quer (kŏnk'er), *v.* (4, 5), to master; to subdue.

-con sĕnt', *n.* (38), assent; an agreement with what the other said.

-con sĭst'ed, *p.* (35), was made up of; composed of.

-con tĕmpt', *n.* (43), feeling of scorn.

-con tĕnt'ed, *a.* (13, 17), satisfied.

-cŏn'test, *n.* (70), a battle; a dispute.

-con tĭn'u al ly, *adv.* (81), all the time.

-con vey'ançe, *n.* (35), means by which things and persons are carried.

-crĕss, *n.* (56), a plant which grows in water.

-crĕv'içe, *n.* (65), a narrow crack.

-cun'ning, *n.* (84), craft; deceit; trick.

-cū'ri oŭs, *a.* (31, 51), wonderful; strange.

-cŭs'tom, *n.* (84), a common way of doing; usual practice.

D.

dāin'ty, *n.* (6), something very good to the taste.

dān'ger oŭs, *a.* (29), full of danger; of risk.

dăp'ple, *a.* (22), spotted with various colors.

de fēat', *v.* (33, 40), to overcome; to drive back.

de gree', *n.* (81), rank; place; grade.

deign, *v.* (10), stoop; be kind enough.

de lĭ'çioŭs (de lĭsh'us), *a.* (46), very agreeable to the taste.

de līght', *n.* (8), pleasure.

dĕll, *n.* (37), a little, quiet valley; a ravine.

de pĕnd', *v.* (15), to rely upon; to trust.

dĕṣ'ert, *n.* (20, 61), a barren place.

de ṣērt'ed, *p.* (40), left alone; no one lived there.

de spīṣe', *v.* (58), to look down upon; to think little of.

de tĕr'mĭne, *v.* (35), to decide; to make up one's mind.

dĭ'et, *n.* (46, 47), food; kind of food.

dĭf'fi cul ty, *n.* (40), trouble; something hard to do.

dif fūṣe', *v.* (19), to send out in all directions.

dĭ rĕct'ly, *adv.* (8), without delay; immediately.

dis grāçe', *n.* (5), cause of shame; shame.

dis guīṣe', *v.* (80), to change the appearance.

dis pĕrse′, *v.* (35), to scatter; to separate.
dis trăct′ed, *p.* (83), almost crazy; full of sorrow.
dōme, *n.* (31), a cupola, or a little building which looks like a cup turned bottom up.
drĕad′fu̱l, *a.* (6), very bad.
dū′ty, *n.* (4), something which should be done.

E.

ēa′g̃er ly, *adv.* (33, 41), earnestly; with much zeal.
ēarth′en-wâre, *n.* (82), dishes made of baked earth or clay.
ĕch′o (ĕk′o), *n.* (23), a word or sound sent back.
ĕlf, *n.* (2), a mischievous little person.
en ◂lō̱se′, *v.* (37), to shut in.
en dĕav′or, *n.* (79), effort; trying to do.
en dūre′, *v.* (45), to bear; to go through.
en lĭst′, *v.* (53), to join by enrolling, or writing, the name.
en tăn̲′gle, *p.* (47), many threads of the web fastened to all parts; perplexed.
en tī′tled, *p.* (53), has a right to; a claim to.
ĕrr, *v.* (46), to do wrong; to mistake.
ex çeed′ing ly, *adv.* (74), very; in a great degree.
ĕx′e ◂ūt ed, *p.* (71), carried out; performed.
e̱x ērt′, *v.* (78), to put forth; to employ.
ex pĕnd′, *v.* (78), to use; to waste.
ex pīre′, *v.* (32), to come to an end; to die.

F.

făe′tion, *n.* (84), a small party acting from bad motives.
fāil′ure, *n.* (40), not doing what is attempted.
fâir′y, *n.* (82), an imaginary little being.
fā′moŭs, *a.* (37), well known; much talked about.
fēat, *n.* (47), an act; a deed done.
fī′ber, *n.* (31), a fine thread; something like a thread.
fīe′tion, *n.* (55), a made-up story.
fiēnds *n.* (84), bad spirits; very bad men.
flăn̲ks, *n.* (71), sides, especially of an army.
flăp, *n.* (36), a piece of cloth which made a sort of door.
flĕck, *v.* (42), to make spotted.
flŭr′ry, *n.* (14), haste; excitement.
fŏr′eign (fŏr′in), *a.* (42), to some other country.
for ĕv′er, *adv.* (56), for all time.
fôr′ti fy̆, *v.* (47), to make something for protection.
fŏs′ter-mo̊th′er, *n.* (49), a nurse; a woman who takes the place of a mother.
frĕt′fu̱l, *a.* (17), cross; peevish; apt to complain.

frŏl'ic sŏme, *a.* (57), full of fun; very lively.

frụ'gal, *a.* (41), scanty; cheap; careful about expense.

G.

găr'ret, *n.* (6), a room up just under the roof of a house.

găr'ri son, *v.* (70), to be inside of a fort so as to defend it.

ġi'ant, *n.* (83), a savage monster; a very large man.

grāçe, *v.* (19), to adorn; to make pleasant.

grāçe'fụl, *a.* (55), easy in manner and movement; beautiful in form.

grā'çioŭs (grā'shus), *a.* (10), kind; protecting.

grăd'u al ly, *adv.* (18), little by little; slowly.

grāte'fụl, *a.* (11), thankful; feeling of gratitude.

grāze, *v.* (61), to bite off the grass.

guärd (gärd), *v.* (38, 39), to protect; to keep from harm.

guĕst, *n.* (33, 82), a visitor; one invited to visit.

guĭlt'y, *a.* (84), wicked; having done wrong.

H.

härp'er, *n.* (80), a person who plays on a harp.

häunt'ed, *p.* (83), supposed to be visited by spirits.

hĕad'quar'ters, *n.* (53), the place where the chief officer does his business.

hē'ro, *n.* (4), one who does noble deeds.

hĕr'o işm, *n.* (4), the character which makes a hero; noble deeds.

hŏn'est (ŏn'est), *a.* (41), trusty; just; faithful.

hŏr'rid, *a.* (82), very bad; terrible.

hōst, *n.* (33), a person who invites others to some entertainment; the keeper of a hotel.

hŭb'bŭb, *n.* (77), a great noise; confusion.

hu măn'i ty, *n.* (63), tenderness; humane disposition.

hŭm'bŭg, *n.* (70), a cheat; something which is not what it pretends to be.

hu mĭl'i ty, *n.* (19), modesty; lowliness of mind.

I.

im mē'di ate ly, *adv.* (43, 82), without delay; at the very moment.

in'di vĭd'ū al, *n.* (35), a single person; one thing.

in dŭs'tri oŭs, *a.* (57), inclined to work.

in'flu ençe, *n.* (58), power; ability to do things in a quiet way.

in hĕr'it, *v.* (48), to have by right of birth.

in'no çent, *a.* (37), free from blame; not guilty.

in sĭst, *v.* (35), to urge very much.

in′stant ly, *adv.* (67, 68), immediately; with no delay.

in spīre′, *v.* (81), to fill; to breathe into.

in sŭlt′, *v.* (33), to treat very badly; to abuse.

in tĕl′li ġent, *a.* (29), knowing much.

in tĕnse′ly, *adv.* (68), very; exceedingly.

in tĕnt′ly, *adv.* (49), earnestly; with close attention.

ĭn ter rŭpt′, *v.* (41), to speak while another is speaking.

in trud′er, *n.* (71), one who comes where he is not welcome.

K.

kĭng, *n.* (40, 48), the chief ruler of a kingdom.

kĭn′ṣmen, *n.* (15), relatives; persons of the same family.

knāve (nāv), *n.* (28), a bad man; a dishonest person.

L.

lawn, *n.* (37, 56), a very smooth piece of ground covered with grass.

lēa, *n.* (34), a field; a meadow.

lē′ni ent ly, *adv.* (53), mildly; mercifully.

lī′bra ry, *n.* (37), a room in which books are kept; a collection of books.

lieū tĕn′ant, *n.* (70), the officer next in rank to the captain.

lĭn′ġer, *v.* (14, 56), to wait; to delay.

līve′lŏng, *a.* (7), passing slowly; all.

lōne′sŏme, *a.* (23, 39), lonely; feeling sad because alone.

lŭst′y, *a.* (56), large; strong.

lŭx′u ry (lŭk′shu rў), *n.* (52), something not really needed; a dainty.

M.

ma jĕs′tie, *a.* (38), grand; full of dignity.

măl′içe, *n.* (58), a wicked feeling which leads a person to do harm to others.

măn′sion, *n.* (37), a large, fine house.

mär′vel oŭs, *a.* (46), very strange; wonderful.

ma tē′ri al, *n.* (31, 46), that of which a thing is made.

mĕaṣ′ūre (mĕzh′yur), *v.* (23), to give; to give by measuring.

mĕd′dle, *v.* (21), to handle things with which one has no business; to interfere with the affairs of others without good reason.

mēr′chant, *n.* (61), a trader; one who buys and sells.

mēr′çy, *n.* (15), pity; a disposition to forgive.

mī′cro scōpe, *n.* (46), an instrument for examining very small objects.

miēn, *n.* (28), look; appearance.

mir'ror, *n.* (18), a looking-glass.
mĭs'er a ble, *a.* (17, 40), very unhappy; very poor; wretched.
mo lĕst', *v.* (40), to trouble.
mound, *n.* (70), a little artificial hill.
mu ṣē'um, *n.* (29), a place where curious things are kept.
mŷr'i ad, *n.* (70), a very large number.
mys tē'ri oŭs, *a.* (43), strange; hard to understand.

N.

nā'tĭve, *a.* (43), born in the country.
năt'u ral ly, *adv.* (33), with good reason; as things usually happen.
neg lĕct', *v.* (4), not to do; to slight.
nĕst'le (nĕs'l), *v.* (15), to move about in an uneasy way; to lie close up to one.

O.

o bey' (o bā'), *v.* (38), to do as required.
ob lique'ly (-leek- or -līk-), *adv.* (71), moving to one side instead of straight forward.
ŏb'long, *a.* (74), longer than it is wide.
ŏn'set, *n.* (47), attack.
ŏp'po sīte, *a.* (33), just the other way.
ôr'na ment'ed, *p.* (57), made beautiful.
ō'ver hăng', *v.* (20), to hang over.
ō'ver hēar', *v.* (4), to hear by chance.

P.

păl'açe, *n.* (83), a large, grand house.
pär'çel, *n.* (2), a little package.
pär'ti cle, *n.* (83), a very small bit.
par tĭ'tion (-tĭsh'un), *n.* (31), a thin wall between the rooms.
păs'sion (păsh'un), *n.* (84), a strong feeling.
pā'tiençe (pā'shens), *n.* (5), the spirit which helps to bear pain, toil, and sorrow without complaining.
pe cūl' iar (-kūl'yar), *a.* (43), strange; not common.
per fôrm', *v.* (9), to do; to finish.
pĕr'se vēre', *v.* (5), to keep on; to continue doing.
plŭck'y, *a.* (70), full of courage and spirit.
plū'mage, *a.* (10), feathers.
pŏl'i çy, *n.* (84), a way which is not right of doing something; a plan.
pŏr'rin ger, *n.* (72), a little dish made of iron or some other metal.
pouch, *n.* (59), a small bag.
pow'der-hôrn, *n.* (67), the horn of some animal in which powder is carried.
prĕp'a rā'tion, *n.* (47), a getting ready beforehand.

pre vāil′, *v.* (5), to succeed; to gain a victory.

prey, *n.* (8), a bird which catches and eats other birds, or any small animals; booty.

prĭnçe, *n.* (83), son of a king; a person of high rank.

prĭn′çess, *n.* (83), daughter of a king; wife of a prince.

prŏg′ress, *n.* (9, 40), advance; going forward.

Q.

qual′i ties (kwŏl′i ties), *n.* (44), characteristics; traits.

quan′ti ty, *n.* (20, 46), amount.

queer, *a.* (17, 18), odd; strange.

R.

răft′er, *n.* (40), timber in the roof.

răṅks, *n.* (68), lines or rows.

re çēive′, *v.* (43, 44), to take; to accept.

re çĕp′tion, *n.* (47), act of taking; act of being received.

rĕe′ol lĕct′, *v.* (4), to call back to mind; to remember.

rĕe′re ā′tion, *n.* (53), refreshment after fatigue; play after work.

re frĕsh′, *v.* (10, 35), to give new life; to restore; to rest.

rē gāin′, *v.* (40), to get back again; to recover.

rē′gion (rē′jun), *n.* (51), country; some part of a country; part of the ocean.

rein (rān), *v.* (38), to hold in the horse with the bridle; to govern.

re māins′, *n.* (37), a dead body what is left on earth.

re mĕm′brançe, *n.* (49), in memory of; act of remembering.

re pēat′, *v.* (23, 47), to say over; to do over.

re sĕnt′, *v.* (24), to be offended at; to take ill.

rĕs′o lūte, *a.* (38), bold; firm.

re sŏlve′, *v.* (15, 43), to determine; to make up the mind.

re spĕct′, *n.* (53), polite treatment.

rĕs′ur rĕc′tion, *n.* (37), a rising to life again from the dead.

re trēat′, *v.* (47), to go back; to retire.

Rey′nard, *n.* (33), name for a fox.

route (rōōt), *n.* (39), way; road by which one goes.

roy′al, *a.* (83), connected with a king.

ruse, *n.* (28), trick.

rŭs′set, *a.* (57), of a reddish color.

rŭs′tic, *a.* (72), simple; artless; rude.

S.

sēar, *v.* (30), to scorch; to burn.

se lĕct′, *v.* (46), to pick out; to choose.

sĕlf′ish ness, *n.* (4), too much regard for one's own interests.

shāme′ful ly, *adv.* (26), in a way to make one ashamed; disgracefully.

shĭn′gly, *a.* (56), full of little pebbles made smooth by the water.

shŭd'der, *v.* (49), to tremble.
slo͞op, *n.* (35), a vessel with one mast.
snēak'ing, *a.* (28), mean.
spȳ'-glăss, *n.* (37), a small telescope.
stănd'ard, *n.* (71), a flag.
stāve, *v.* (78), to break.
strēam'let, *n.* (79), a little stream.
strŭg'gle, *n.* (40), great effort; strife.
stûr'dy, *a.* (60, 67), strong; resolute.
sue çeed', *v.* (58), to do what we try to do.
sŭf'fer, *v.* (24), to allow; to permit; to endure pain.
sŭl'tan, *n.* (48), a ruler of the Turks.
sûr'façe, *n.* (8, 33, 58), the top; the outside of anything.
sur rĕn'der, *v.* (47), to give up; to yield to another.
sȳm'pa thīze, *v.* (53), to feel in the same way that another does.

T.

tā'per, *n.* (2), a little wax candle.
tĕm'pest, *n.* (50), a terrible storm.
tĕst, *v.* (47), to try; to make trial of.
thrĕsh'ōld, *n.* (32), a door-sill; the beginning.
tī'ny, *a.* (1, 7), very small.
tō'ry, *n.* (53), one who favored the British in the Revolutionary war.
trĕas'ūre, *n.* (36, 42), money; anything valuable.
trĭck'le (trĭk'l), *v.* (65), to run in a very gentle stream.
tro͞ops, *n.* (53), soldiers.
tŭft, *n.* (54, 61), a little cluster or bunch.
tū'mult, *n.* (77), great confusion.

U.

ŭg'ly, *a.* (47, 59, 82), bad looking; not handsome; bad in character.
un fôrt'ū nate, *a.* (33), not fortunate; unlucky.
ū'ni fôrm, *n.* (53), dress of a soldier; all of the same kind.
ūs'ū al ly (yu'shu-), *adv.* (23), commonly; almost always.

V.

văl'ūe, *n.* (41), worth; worth much.
vălve, *n.* (51), one part of the shell; a little door.
va rī'e ty, *n.* (47), made up of many kinds.
vault, *n.* (37), a small room underground; a little cellar.
vĕġ'e ta ble, *a.* (31), made of some plant.
vĕġ'e ta bles, *n.* (46), anything which grows from the earth; usually garden plants.
vĕrd'ūre, *n.* (49), greenness; beautiful appearance of growing leaves, grass, etc.
vĕx, *v.* (14, 26), to annoy; to make angry.

vic'to ry, *n.* (40), defeat of an enemy; getting the mastery over anything.

vict'uals (vit'lz), *n.* (6), food prepared for eating.

vil'lain, *n.* (68), a very bad person.

v'sion ed (vizh'-), *p.* (60), pictured; seen.

voy'age, *n.* (62), going by sea or water from one place to another.

W.

wan'der (won'der), *v.* (23, 47), to go here and there with no good reason; to go astray.

war'ble, *v.* (54), to sing in a peculiar way; to trill or quaver.

war'rior (wôr'yur), *n.* (43), soldier; one who knows how to carry on war.

way' side, *n.* (41), side of the way or road.

weav'er, *n.* (62), one who weaves cloth.

ween, *v.* (28), to think; to guess.

whol'ly (hol'y), *adv.* (24), entirely; completely.

witch'es, *n.* (83), people who were once supposed to have power to do great harm.

won'der ful, *a.* (16, 46), strange; surprising.

SOME GEOGRAPHICAL NAMES.

Alps.—Very high mountains in Switzerland.

Arabia (ą rā′bĭ ą).—A country in the south-western part of Asia.

Aus trā′lĭ ą.—A very large island, sometimes called a continent, in Oceanica, in the south Pacific Ocean.

Bĕrne.—A city in Switzerland.

Bŏs′ton.—A large city, the capital of Massachusetts.

Cām′bridge.—A city near Boston, in Massachusetts.

Car o lī′nà.—The name of two States, one called North, the other South Carolina.

Chärles′town.—Formerly a city near Boston; now a part of Boston.

Chī′na.—A very large country in Asia.

Con′cord (koŋk′urd).—A village eighteen or twenty miles north-west from Boston, in Massachusetts.

Den′mark.—A small kingdom in the western part of Europe.

Egypt (e′jipt).—A country in the north-east of Africa.

Eng′land (iŋg′land).—The largest division of Great Britain.

Gĕr′mą nў.—A large empire in Central Europe.

Hol′land.—A small and very level country in the west of Europe.

In′dĭ ą.—A name given to several countries in the south of Asia.

Lĕx′ing ton.—A village about ten miles north-west from Boston.

Ley′den (lī′den).—A city in Holland.

Lĭs′bon.—The capital of Portugal.

Lon′don (lun′dun).—The capital of England.

New York'.—The largest city in America, situated at the mouth of the Hudson River, in the State of New York.

Penn'sȳl vā'nĭ a.—One of the largest of the Atlantic States.

Pōrt'u gal.—A little kingdom in the south-western part of Europe.

Po tō'mac.—The river which separates Maryland from Virginia.

Sax'o ny.—A small division of the German Empire.

Scot'land.—A division of Great Britain, north of England.

Spāin.—A kingdom in the south-western part of Europe.

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